

**EFFECTS OF SELECTED PSYCHOSOCIAL FACTORS ON STUDENTS'
ACADEMIC PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY
EDUCATION IN PUBLIC DAY SECONDARY SCHOOLS IN MARANI SUB-
COUNTY, KISII COUNTY, KENYA**

CHRISTINE MWIKALI MUOKI

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DECLARATION AND APPROVAL

Declaration:

This thesis is my original work and has not been presented to any other university for examination.

Christine Mwikali Muoki

Reg. No.: EM13/S/6000/2012



Sign.....Date...27/10/2021.....

Approval by the supervisors:

This thesis has been submitted for examination with our approval as the University Supervisors

Dr. James Mwaura Kimani

Department of Education Foundation and Psychology.

Maasai Mara University

Sign.....Date.....

Dr. Newton Asakhulu Mukolwe

Department of Educational Foundation and Psychology

Maasai Mara University.

Sign.....Date.....

DEDICATION

I dedicate this thesis to my beloved parents Mr. Julius Ndile and Edith Munya the late mother, my husband Philip Andrew and my children Lydia Edith, Kevin Rasugu and Brian. My parents with care support gave me the backbone of education and background in life. Their inspiration encouraged me greatly. Their devotion to consistently talk of education enabled me to have a future positive target and perception in life.

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ABSTRACT

Psychosocial factors have effects in the students' Academic Performance in Marani Sub- County. The purpose of this study was to examine the selected Psychosocial factors and their effects on students' Academic Performance in Kenya Certificate of Secondary Education in public day secondary schools in Marani sub-county, Kisii county, Kenya. The specific objectives for this study were; to determine the effects of Peer Pressure on students' Academic Performance in public day secondary schools of Marani Sub-County; to determine the effects of Parents' Socio-economic Status on the students' Academic Performance in Kenya Certificate of Secondary Education in public day secondary schools in Marani Sub- County; and to determine the effects of Students' Attitude towards learning on students' Academic Performance in public day secondary schools in Marani Sub- County. The study used descriptive research design. The target population from which the sample was drawn consisted of 29 public day secondary schools. The unit of analysis consisted of 1501 form four students, 29 principals and 301 teachers. A total of 30 teachers and 150 students was sampled using Random Sampling technique. Purposive Sampling was applied in selecting 9 Principals to participate in the study. Purposive Sampling enabled the researcher to reach the targeted sample quickly. The sample distribution was 150 Students, 30 Teachers and 9 Principals, giving a Sample size of 189 Respondents. The study used Questionnaires and Interview Guide as Data collection tools. The Questionnaires were given to Students and Teachers, while Interview Schedule was used when collecting data from Principals. This study employed Content validity and the Reliability coefficient of 0.8390 which was obtained using Cronbach's Alpha and was taken as being a reliable measure of the instruments of data collection. Quantitative data analysis involved the calculation of Descriptive and Inferential statistics for all scales in the present study. Qualitative data analysis was done using content analysis .Data presentation was done using likert's scale;- frequencies, pie charts, tables and percentages. The findings of this study indicated that there was a significant difference between the Students' Peer Pressure and Academic Performance of the Students. It was established that the lower the Socio-economic status of the Parents, the lower the Academic Performance while the higher the Parents' Socio-economic Status the higher the Academic Performance of the students. The students with negative attitude towards learning performed poorly in their Academics 45% Peer Pressure affected students' Academic Performance in KSCE in Public day secondary schools in Marani Sub-County. 54% Parents' Socio-economic Status affects Students' Academic Performance in Public day secondary schools. 64 % Students' Attitude towards learning affects their Academic Performance in KSCE in Public day secondary schools in Marani Sub- County. It was recommended that Parents need to monitor the kind of Peer Groups and what they watch from Media their Students have and find ways of enabling the Students' to escape the bad effects which might fail them in their Academic Performance. Kisii county government in collaboration with Ministry of education should sensitize Parents with low level of education, to attend adult classes organised by the communities for them, to be explained about the reading culture, writing; nurture and monitoring Students' Academic Performance in KCSE in Public day secondary schools, activities both at home and at school. The Principals and Teachers need to encourage Students to have peer teaching, peer guidance and counselling, consultative learning in order to have a positive Attitude towards learning in public Day schools in Marani sub-county.

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ABBREVIATIONS AND ACRONYMS

ANPPCAN	African Network for the Prevention and Protection against Child
BEA	Basic Education Act.
CFS	Child Friendly Schools
D.E.O	Department of Education
ESEA	Elementary and secondary Education Act
EFA	Education for All
GPA	Grade Point Analysis
K.C.S.E	Kenya Certificate of Secondary Education
MOEST	Ministry of Education Science and technology
MOE	Ministry of Education
MSCEO	Marani Sub-County Education Office
NACOIST	National Council of Science Innovation and Technology
NCR	National Council of Research
SEDR	Students Education Digital Renaissance
SPSS	Statistical Package for Social Sciences
SRL	Self-Regulated Learning
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter covered the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions derived from objectives, significance of the study, scope of the study, limitations of the study, assumptions and operational definitions of terms.

1.1 Background of the Study

Students in school are affected by a variety of factors that make them receive fewer hours of classroom instruction and hence deteriorating in Academic performance. These factors include; peer pressure, socio-economic status of parents and their negative attitude towards academic performance. When a student is absent from school he or she will not understand the content taught in his absence in his class by various Teachers of the previous day, so he will end up performing poorly. As indicated by Perez- Pena (2012), this is the key indicator of challenges that led to school drop-outs and lower academic achievement. Psychological variables as explored by Powell and Arriola (2003) included community service, social support, methods of handling unfair treatment of high school students in the US and academic motivation. The method of handling unfair treatment was positively associated with the grade point average (GPA), $p < .05$ after their results showed that gender and absenteeism were controlled for. A strong negative association from the way students coped with unfair treatment and GPA was captured in the study. Students who talk to others about being unfairly treated instead of keeping it themselves are more likely to have higher GPAs as suggested in the study of Powell and Arriolla (2003).

The U.S department of Education, 2002 asked American schools to elaborate their success in terms of what each student accomplished. This reform altered the two group initiative education thus affected the federal government's role in kindergarten through grade 12 education. Along the lines of race, ethnicity, race and income and the gaps in academic achievement, the act was developed in response to the same. The need to incorporate psychological skills into educational programs to improve students' Academic Performance is described in the state wide policies in Illinois, Alaska, Missouri and New Jersey. As stated by Lantieri, 2008 these programs used grade-appropriate psychosocial standards, checklists, guidelines, curriculum models and more. The meaning of educational accountability from a focus on achievement testing to help students become life long, self-sufficient learners was changed by the integration of psychosocial factors.

From a study carried out in schools of Chennai, India, by Franky and Chamundeswari (2014) they suggested that the social standing of an individual is intensely characterized by the main features of his or her family background. Several psychological and sociological factors such as home, socio-economic status, attitude, adjusting ability, teacher effectiveness and school environment greatly influenced the academic achievement of a student. Students who might be at risk for posterior psychological maladjustment are those with academic deficits or adolescents who exhibit psychosocial problems according to the study of Lisette, Leeuwen, and Pol (2013) in Peru. In order to prevent students from developing insecurity, lack of self-confidence and even disruptive behaviour it was thus advisable, if possible, to meet the learning needs or demands of these children. The findings did not discuss.

In some African countries such as Nigeria, showed that the study habit, career aspiration and parental involvement had a significant effect on academic self-efficacy;

each independent variable made significant relationship among study habit, parental involvement, academic self-efficacy and career aspiration according to Onabamiro, Omoruyi, Sayingbe, and Rosiji (2013), a study they conducted on secondary schools in Lagos State of Nigeria. So as encourage students to aspire for greater heights, it was recommended, based on the findings, that the government, teachers and parents should provide a conducive environment for teaching and learning so that the confidence of students is boosted. Students who were expected to have the probability of succeeding were only those who were more self-efficacious about being able to effectively manage and cope with the situations in place. A factor that was identified to improve students' academic self-efficacy was parental involvement. When parents' involvement was enacted, the child's first place of contact with the world is the family. This enabled the child to acquire initial interaction and education from the parents and other important persons within the family. As a result, the child acquires initial education and socialization from parents and other significant persons in the family. According to the study by Adeyemo, (2007), parents are the child's first teachers. In relation to Marani sub-county, the findings above did not address how students' academic performance is affected by the socio-economic status of parents.

A study conducted in Zimbabwe by Chiyoka (2013) indicated that students raised in low income families are at risk of academic and social problems, poor health and well-being which can result in undermining their academic achievement. A significant number of students from low-income families had flourished in their academic performance as pointed out by teachers and head teachers despite the irresistible effects of poverty on the students' education and development. They stressed on a variety of factors that contribute to the academic success of students' which include; the

significance of self-efficacy, elasticity among the learners, the financial, material and psychological support of the parents.

In Tanzania, according to a study conducted by Boa (2014) highlighted that students who performed extremely well were those who had an optimistic approach towards their studies thus they were able to be hardworking, diligent, self-confident and motivated. In order for these features to be put into action, schools came up with trips/tours, providing students with extra take away assignments to perform at home, awarding certificates and giving them special privileges in schools. Academic performance in secondary schools may not necessarily occur due to students' characteristics only, according to occur Boa (2014) argument, as this may be connected to the support the students get from their families and school environment. Students will not value themselves or the education they pursue if they are not supported by their families through consistent reminders of their roles and what is expected of them.

Findings show that academic performance at the Kenya Certificate of Secondary Examination (K.C.S.E) is affected by the parents' socio-economic status and provision of learning resources according to Mwaura (2014). School attendance of learners is affected by the socio-economic status according to this study. In relation to students' academic performance, previous scholars such as Aming'a (2015) had studied on students' characteristics, gender, school environment and teachers experience. In relation to students' academic performance in public day secondary school these studies had not explained entirely on how psychosocial factors affect them especially in Marani Sub-County. Dismal Academic Performance in K.C.S.E was realized in Public day secondary schools in Mariani sub-county. The table below (Table1.1) shows the average Academic Performance for the Public day secondary schools in Marani Sub-County from 2014 to 2018.

Table 1.1 Average academic performance in K.C.S.E in public day and boarding secondary schools from the year 2014 to 2018

Year	Boarding Schools	Public Day Schools	Overall Mean Score
2014	4.767	4.313	4.540
2015	4.512	4.248	4.380
2016	3.584	2.756	3.170
2017	3.364	1.716	2.540
2018	3.096	3.032	3.064

Source: Marani Sub-County, SCEO's Office (2019)

In reference to Table 1.1, it can be noted that boarding schools perform fairly higher than public day secondary schools. The aim of this study was to inaugurate how students' academic performance in KCSE was affected by psycho-social factors in Marani sub-county. The government has offered FSE to all the learners in Kenya

1.2 Account of the Problem

Free Day Secondary Education funds and Constituency Development Fund enabled secondary schools in Marani Sub- County to benefit immensely. These funds have been beneficial in that they have been used to construct additional school facilities and provision of bursaries to needy students. According to the Ministry of Education (2019), the academic performance in the public day secondary schools in Marani sub-county is still dismal despite the efforts made by the Government in education sector and the Marani sub-county office to improve Academic Performance in KCSE in the Public day Secondary Schools. Compared to other neighbouring sub-counties such as Kisii Central Sub- County and Rachuonyo Sub- County, which have been progressively

improving their K.C.S.E mean scores, the mean score in Marani sub-county is still dismal. For example, 25.8% of students had been scoring mean grade of C+ and above in K.C.S.E in Public day Secondary Schools in Marani Sub- County, which was low as compared to 39.4% in Kisii Central Sub- County and 44.3% in Rachuonyo Sub-County. According to Lounsbury, Sundstorm, Loveland and Gibson, (2003), stated the incremental contributions of psychosocial factors in the effects on academic achievement at the secondary school level in KCSE, but they were not clear how, student psychosocial factors interact with prior academic achievement when predicting subsequent academic achievement. According to (ACT, 2008) students' later achievement can be predicted from a combination of prior academic achievement and Psychosocial factors though these factors were not entirely understood. The study was therefore designed to determine how students' academic performance in KCSE in public day secondary schools found in Marani sub-county is affected by the selected psychosocial factors.

1.3 Purpose of the Study

The purpose of the study was to investigate how students' academic performance in KCSE in public day secondary schools found in Marani sub-county, Kisii County, Kenya, is affected by the selected psychosocial factors.

1.4 Objectives of the Study

The study was guided by the following objectives: -

- i. To determine how students' academic performance in KCSE in public day secondary schools in Marani sub-county is affected by Peer Pressure.

- ii. To evaluate the extent to which Parents' Socio-economic status affects Students' Academic Performance in KCSE in Public day secondary schools in Marani Sub-County.
- iii. To inaugurate how students' optimistic approach towards learning affects their Academic Performance in KCSE in Public day Secondary Schools in Marani Sub-County.

1.5 Research Hypotheses

H₀₁ : In relation to students' Academic Performance in KCSE in public day secondary schools in Marani Sub- County, there is no statistical significant effects of peer pressure.

H₀₂ : There is no arithmetic significant effects of Parents' socio-economic status on students' Academic Performance in KCSE in public day secondary schools in Marani Sub- County.

H₀₃ : There is no numerical substantial effects of Students' attitude towards learning on students' Academic Performance in KCSE in public day secondary schools in Marani Sub-County.

1.6 Significance of the Study

The study findings may contribute to the existing body of academic knowledge on selected Psycho-social factors affecting Students' Academic Performance in KCSE in Public day Secondary Schools in Marani Sub- County and shed light into this research study. The study identified, the selected Psycho-social factors effects on students' Academic Performance, in KCSE in Public day, secondary schools in order to, create awareness among the stakeholders in education sector. This may help, to curb students' low grades, in Academic Performance in KCSE, in Marani Sub-County.

In addition, the findings may help the Principals, Teachers, guidance and counselling Teachers, Stakeholders and SCEO, to address the Psycho-social issues underlying Students' Academic Performance in KCSE in the Public day Secondary Schools in Marani Sub-County Kisii County. The principals will benefit to educate teachers, students and stakeholders on how to embrace good relationship to students in learning both inside and outside the classroom. The teachers will learn how to manage students in class participation and also moral behaviour inside and outside class. The students will benefit from guidance and counselling department to know various situations of difficult and how to overcome the challenges involved in them especially during learning session.

The Policy Makers and Planners in the Ministry of Education may use the recommendations in this study, for future planning as they draw plans for Education for All (EFA).

The findings, conclusions and recommendations of this study may enhance existing literature to formulate policies, to ensure effective learning process in learning institutions. The curriculum developers and implementers may find the study findings helpful in enlightening the Teachers, Community Members, Parents and other Stakeholders, on their role in enhancing the Education for All (EFA). This may create a concern of awareness, to quality Education, hence, reduce the number of dependants, since the students would perform better and become gainfully occupied in future.

1.7 Scope of the Study

This study was carried out in Marani Sub-County Kisii County. It concentrated on 29 public secondary schools. Only form four students were selected a total of 150 students,

30 teachers and 9 principals to study the Psychosocial factors: Peer Pressure, Parents' Socio-economic Status and students' attitude towards learning affecting students' Academic Performance in K.C.S.E in public day secondary schools in Marani Sub-County, Kisii County

1.8 Limitations of the Study

The study relied on opinions, attitudes and experiences of the respondents, whereby some teachers had classes to attend to during the collection of data. The researcher used lunch break and after class to request the teachers to answer the questionnaires. The principals had more work to do and for that reason, interview schedule was suitable to use. Some of the respondents felt that the information provided about the Academic Performance could be confidential. This was solved by researcher assuring the respondents that the information would be used for academic purposes only and would be kept confidential. Some of the respondents were in a position to respond better than others, which led to biasness. To solve this problem, the researcher varied the respondents.

The study was limited to only two research tools: questionnaire and interview schedule while others were not relevant to the study. There were no other exams to be used. K.C.S.E was the only option.

1.9 Assumptions

The study was based on the following Delimitations

- i. This study was based on the assumption that various public day secondary schools had well-kept academic records of previous years students' Academic

Performance and reflected the effects of Peer Pressure on academic performance of students.

- ii. It was assumed that the respondents gave necessary data required by this study and not propaganda about the effects of Parents' Socio-economic Status on students' academic performance.
- iii. The study assumed that schools analyse the KCSE results and take the results to sub-County office for recording in every year.

1.10 Operational Definition Of Terms

The following terms had been operationally defined in this study:

Academic Performance: This refers to students' accomplishments in the final examination and usually given by the final mean grade in KCSE using average points. Grade A-E. C plus and above university entry points, below C plus entry in other middle level colleges and other institutions of low calliper.

Attitude: This is a hypothetical construct that indicates student's like or dislike towards academic studies.

Day school: In this study means an institution registered under the Basic Education Act (2013) that meets the basic prescribed standards and usually offers out of school since learners do not reside.

Peer Pressure: This refers to the effects exerted by a peer group in encouraging a student to change his/her attitudes, values in order to abide to group interests. This was measured by

giving the questionnaires and interview schedule to the respondents.

Psycho-social Factors: These are the factors that affect the mind of a student to behave in a certain way, different from others as he/she interacts with them such as peer pressure. They also include parents' socio-economic status and students' attitude towards learning.

Socio-economic Status of parents: This refers to the income, parental education levels, and parental occupation based on mother's education, father's education, mother's occupation, father's occupation and combined income. It was measured through responses provided by respondents in the questionnaires and interview schedule provided.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presented the previous literature of various scholars on selected psychosocial factors which included: effects of peer pressure, socio-economic status of parents and students' attitude towards learning; the theoretical framework and the conceptual framework. It also identified the research gaps on the previous literature. Peer pressure involved the effects individuals of the same age group. Socio-economic status of parents involved parental education, employment rate, family composition and family income. Students' attitude determined students' ability, willingness to learn, choice of action and response to challenges.

2.1 Conceptual Literature Review

2.1.1 Effects of Peer Pressure on Students' Academic Performance in KCSE in Public Day Secondary Schools in Marani Sub - County

Peer Pressure refers to the effects exerted by a peer group in encouraging a student to change his or her attitude and value to abide to group interests. Students' Peer Pressure effects on students' Academic Performance in K.C.S.E in Marani Sub County was one of the major factors affecting dismal results in K.C.S.E in Public day Secondary Schools.

Peer Pressure is normally related with adolescent risk-taking behaviour; such as crime, drug abuse and sexual behaviours. These behaviours are connected with peer influence. The positive result is also seen due to the effect of peer pressure, for instance, a marked increase in the achievement, voluntary charity, public work, etc. (Kellie 2013) suggested but contrarily, the maximum result is for negative behaviour. Usually, the

student skips classes, steals, and cheats, takes to drugs or alcohol as a cause of peer pressure effects of peer may be in all ages and places, such as in work place, in school, or in society. Peer pressure tends to affect the group to loiter in the street, watch films, bunk class, tease others, steal, spoil public properties as found by (Arief,2011).

2.1.2 Effects of Socio –economic Status of Parents on Academic Performance in KCSE in Public Day Secondary Schools in Marani Sub – County.

Socio–economic position of parents is a worldwide variable which consists of several sub - groups: parental education, employment rate, family composition and family income. It relates to lower classes or working-class families with bad housing. Socio-economic status is the combination of economic and sociological measures of an individual work experience and the economic and social position of an individual or family in relation to others on the basis of income, educational level and occupational status. For the analysis of a family socio-economic status, the household income, education of earner and occupation are checked as well as combined income compared with an individual, when their own attributes are assessed. Socio economic status is generally divided into three categories i.e., high socio- economic status, middle socio-economic status and low socio-economic to explain the three fields a family or an individual may fall into.

Socio-economic status is a definite background variable that represents a feature of the social structure in society (Oakes & Rossi, 2003) suggested. It is a fact that families where the parents are privileged educationally, socially and economically, promote a higher level of achievement in their offspring. They also give higher levels of psychological support for their children through enriched atmosphere that promote and encourage the development of skills required for success at school. The socioeconomic

status of a child is usually determined by parental educational level, parental occupational status and income level (Jeynes, 2002) found out.

2.1.3 Students' Attitude effects on Academic Performance in KCSE in Public Day Secondary Schools in Marani Sub - County

Students' attitudes towards a subject can be affected by the curriculum and motivated by social forces inside and outside the school as found by (Kant, 2008). Attitudes are psychological orientations developed as a result of one's experiences which affects a person's view of situations, objects people and how to respond to them either positively or negatively or favourably or unfavourably (Mensah et al, 2013) suggested. Attitude is an organization of beliefs feelings and behavioural tendencies towards an object as found by (Vaughan & Hogg, 2005). Attitudes are positive or negative views about a person, object, idea or situation which affects individual choice of action and responses to challenges (Marianne & Elaine, 2005) suggested.

2.3 Empirical Literature Review

2.3.1 Effects of Peer Pressure on Students' Academic Performance in KCSE in Public Day Secondary Schools in Marani Sub - County

In their study, in USA, Reich and Somers (2012) revealed that Peer Pressure can be either positive or negative and is based on the individual's intrinsic desire to belong, or to 'fit in'. Students develop the desire to be liked early-on in childhood; and, through personal interactions (most often in the school setting), cull their playmates according to individual perception of desirability and need, a term referred to as "homophily." According to Reich and Somers (2012), homophily is a form of modelling; a term coined by sociologists in the 1950's, and defined as, "love of the same". In peer

relationships, homophily is a result of individuals that associate and bond with one another based on similar likes, dislikes, and other dynamic social attributes. This research was done in USA and not in Marani sub- County so the researcher felt that it could be done to understand whether the same Peer Pressure influence could also apply to Marani Sub- County.

Studies had shown that modelling played a crucial role in the shaping of behaviour, and occurs within peer groups. This especially applied to Academic Performance among adolescents. Observing a friend's commitment to schoolwork, or voicing a belief about the meaning of school, could introduce an individual to new behaviours and viewpoints. The study by Reich and Somers (2012) did not discuss vividly on the Peer Pressure effects on students' Academic Performance, especially in public day secondary schools. so it rose the curiosity for the researcher to do research in Marani sub-county to come up with clear points on Peer Pressure effects in K.C.S.E in Public day schools in Marani sub –county.

Students' Academic Performance effects can be the result of positive or negative Peer Pressure, either through friends, or as peer group influences. According to study in USA by Jones, Audley-Piotrowski and Kiefer (2012), it should be noted that there is often not a direct relationship from friends' behaviours to a student's Academic Performance. Rather, friends effects one's self-beliefs, which may then alter academic behaviours as suggested by (Jones, Audley-Piotrowski, & Kiefer, 2012). An illustration of this point might involve interactions between students in social or romantic activities, and devoid of mutual discussions involving students' Academic Performance. This study missed to explain the reasons why the students' deviant

behaviour could lead to their Academic Performance drop. Then the need for this study, for further research.

In India, Deepika and Prema (2017) revealed that as students involved in antisocial behaviour that is when they deviated from their normal behaviour and they may also encourage their friends to involve in the abnormal activities which decline their academic achievement. This study revealed that the Peer Pressure is one of the sources for deviant behaviour among school children. When their behaviour is something deviated, automatically their academic achievement also is getting declined. This study also revealed that girl students are easily anguished than the male students towards peer influence. Students are prone to deviancy at the age group 16-18 than the other younger groups. The study noted that peer pressure may not be negative always since it also increases the academic achievement. The study did not explain how Peer Pressure increases the academic achievement in K.C.S.E in Marani Sub –County.

According to study by Khodadady and Zabetipour (2013) in Ferdowsi University of Mashhad, the five latent variables of peer pressure influence underlie normal students' attitudes towards their top peers, i.e., debilitating, motivating, marginalizing, referencing and inspiring. While out of the three positive factors, motivating and referencing indicated no significant relationship with students' academic achievement, it related significantly but negatively to the inspiring factor calling for further research study to find out whether ability measures such as language proficiency tests hold similar relationships with these factors. Since the debilitating and marginalizing factors have the highest and lowest significant relationships with academic achievement respectively, it seems that the more normal students compare themselves with their top peers, the less they strive to achieve academically. However, these results must be

treated with caution because many variables such as the enrolment of many low-proficient students in private universities, scarcity of jobs available in the market and the ever-increasing irrelevance of qualification in getting employed might have resulted in the negative relationships found in this study. This study is missing the discussion on the relationship between the Peer Pressure and students' Academic Performance, particularly in Secondary Schools.

The findings of the study in Selected Secondary Schools in Atiba Local Government Area of Oyo State in Nigeria by Olalekan and Alayande (2016) revealed that the peer group influences learning and certain factors like the social economic status and parental factor as they determine membership in most groups. The study also revealed that students are closer to their friends than to their teachers and parents concerning their academics and that parents monitor their children's peer group association. The study had not revealed how the close friendship of students'affected Academic Performance and compare with the effects of Teachers and Parents.

The Peer Group can indulge in juvenile delinquency that is taking of alcohol at early ages. This leads to students' poor Academic Performance. Negative attitude towards schooling is a Psychosocial factor affecting their Academic Performance. Based on the records of MOE; a total of 24,840 students in 2006 and 21,060 in 2007, were found to have failed examinations due to bad effects of Peer Pressure (Davies & Lee, 2006).Students affected by bad company due to Peer Pressurel probably ended up in drug abuse, joined gangsters groups besides indulging in alcohol, sex abuse, gambling and street loitering.

According to the study by Mosha (2017) in secondary schools in Tanzania, it was established that peer group had both positive and negative effects on adolescent students' Academic Performance at the selected schools. Comparatively, the influence was found higher in public than the private owned secondary schools. It was also established that peer's relationship, socialization, environment, globalization, and drug use had a great influence in determining students' Academic Performance. According to the findings, the study recommended guidance and counselling services at the schools for purposes of building self-confidence. These services might help the students cope with challenges that were found to affect their performance at schools. The study also recommended that the Ministry of Education and Vocational Training should provide in-service training to teachers on guidance and counselling in order for them to modify adolescent students' behaviour and attitude to develop a good identity. This study needs more expansion on the necessity of peer counselling services, which formed the basis of the study.

The concept of peer pressure effects on students' Academic Performance is based on the fact that all children despite what age, what social group one belongs to, are susceptible to falling prey. Sharma (2005) suggested that peer-group is the most important agent with strong bearing on students' Academic Performance. Students' Academic Performance is affected by their peers who persuade them not to attend school while encouraging them to engage in activities outside the school. Students' get involved into bad ways, respondents for this research reported that the students did not manage to complete their studies. They attributed this to bad character, which include; sneaking into towns where they indulge in drinking alcohol, watching videos, drug abuse and sexual promiscuity. Students' poor Academic Performance originates from lack of parental knowledge.

Reid (2005) suggested that parents play a major role to students' Academic Performance because some neglect the responsibility of ensuring their children avoid bad company which has bad effects of peer pressure. Furthermore, students' poor Academic Performance can be affected by a variety of reasons which may include; attitudes, the curriculum set -up, and family aspects besides bullying. However, this study did not elaborate on the effects of Peer Pressure on student's Academic Performance, especially through social groups and Peer Pressure. This study sought and discussed it in Marani sub-county.

From the study of Korir and Kipkemboi(2014) in students' Academic Performance in Vihiga County in Kenya, peer level factors also have a relationship with students' Academic Performance. Students whose friends engage in negative activities such as use of drugs, sneaking out of school and being absent from school chronically are likely to have lower Academic Performance. The study by Korir and Kipkemboi (2014) has not explained on how Peer Pressure influences students' Academic Performance in K.C.S.E particularly in Public day schools.

In their study, in primary schools in Kapsoya Zone of Uasin Gishu County in Kenya, Wangeci, Kipruto and Mulambula (2018) found out that within the school environment, peer group influence has always been considered less important in influencing Academic Performance and more often ignored by the teachers but examination Performance in lower grade was better than upper grade like class seven. The findings for this study showed that there was no significant impact that existed between gender and age. In contrast, there was a significant relationship between type of the school and peer effects. This implied that Academic Performance of the pupils depends on the types of school but not the age and gender of the pupil. According to

the study, the teachers and pupils reported that there was positive influence of peer group discussion, peer group behaviour and peer group conflict on the Academic Performance. But this influence was weak and insignificant. Although the peer group discussion and peer group behaviour had positive relationship with performance, peer group conflict had negative relationship with Academic Performance. This study did not explain how the peer effects had weak relationship with the Academic Performance.

In the study carried out by Omollo and Yambo(2017) in Rongo Subcounty in Migori County of Kenya, they opined that many school dropouts have been attributed to negative peer effects on students by their colleagues who are indiscipline. There are three major categories of peer effects that can lead to school dropout which included outside effects, lack of interest in gaining education and teen pregnancies. This study failed to reveal the negative effects of Peer Pressure on students' Academic Performance

Onsoti and Mbii (2018) in Embakasi Sub-county of Nairobi County in Kenya suggested that, most students abused drugs in order to be accepted among their peers, which led to negative change in behaviour in school. The study suggested that there was need to strengthen, enforce the school rules and regulations, strengthen guidance and counselling, and train the teachers with skills of facing new trends of students' indiscipline. Some students didn't even know when they were making decisions whether they were based on Peer Pressure or independent. Peer Counsellors were essential because they taught others the positive aspects of behaviour. They could enlighten their fellow peers on the dangers of negative peer influence and how to choose friends wisely. This study missed to elaborate on the influence of various social groups and social media by Peer Pressure on students' Academic Performance, which

formed the basis of the study. Socio –economic Status of Parents on Academic Performance.

2.3.2 Effects of Socio –economic Status of Parents on Academic Performance in KCSE in Public Day Secondary Schools in Marani Sub - County

As per Rothstein (2004), socio-economic position of parents has a major upshot on students' Academic Performance. Parents of diverse occupation classes frequently have different ways of raising, correcting and reacting to their children. These differences do not express themselves steadily as anticipated in the case of every family; rather they affect the average inclinations of families for different occupational classes (Rothstein, 2004). This study did not illuminate on the effects of socio-economic status of parents on students' Academic Performance.

Livumbaze and Achoka (2016) in their study, proposed that students retroceded educationally at the secondary schooling level as a result of poor parents' socio-economic position. The minority from well-to-do families attained good scores. This study suggested that the government ought to build a supporting atmosphere for parents to be freelance for them to provide their children's educational necessities like the subsidized school fees. This study failed to provide the negative effect of both high and low socio-economic positions of parents on students' Academic Performance. It did not also highlight the impacts of every kind of socio-economic rank.

Juma, Muasya and Masese (2016) in their studies in public secondary schools in Tana River County in Kenya, they established that there is a substantial positive link between parents' income and students' Academic Performance. This is a result of higher income parents being able to pay school fees in time, provide the vital learning materials and

establish a more friendly learning atmosphere at home not like low income parents who are financially unable to provide students' educational needs. There is a noteworthy positive link between parents' education level and students' Academic Performance. This is a result of parents with high level of education highly appreciating the worth of education and hence setting a more enabling learning atmosphere for their children and helping their children with assignments/homework in contrast to their counterparts with lower level of education. There is a considerable positive link between parents' job and students' Academic Performance. Students whose parents are in good formal employment display greater academic grade achievements in K.C.S.E compared to those whose parents practice nomadic, peasantry or non-employed. The study by Juma, Muasya and Masese (2016) has not comprehensively linked the Parents' Socio-economic Status to the Students' Academic Performance in K.C.S.E in Public day secondary schools in Marani sub-county.

The study of Nadenge (2015) in selected secondary schools in urban settlement in Westlands Division of Nairobi in Kenya, found that the parents' occupation influenced their children's Academic Performance. The effect can be both positive and negative. The parents' job defined if they had plenty time with their children and took part in their learning or be capable of paying their fees and offer for other requirements. The study ascertained that there was a non-significant relationship between the occupation of parents and Academic Performance of learners. It was found from the outlook where occupation influenced capability of parents to fund the education of their children, it is possible to affect Academic Performance as a result of parents who are unable to finance education being likely to have their children deficient of most academic requirements and hence have their performance affected. Occupation also defines time available for parents to follow up on the discipline of their children as well as their

academic progress. On a different tactic, children from poor families were seen to work extra hard to free themselves from such surroundings and are thus likely to accomplish better educationally. Nadenge (2015) failed to discuss about rural day secondary schools regarding the effects of socio-economic status of parents on students' Academic Performance.

2.3.3 Effects of Students Attitude on Academic Performance in KCSE in Public Day Secondary Schools in Marani Sub - County

According to Mbuga (1986), attitudes towards Art and Design among learners are influenced by their social environment way before they join secondary schools. Such social environment includes among others; teachers, family, friends, peers, the community, the church and the mass media. He continues to explain that, the acquired attitudes from all these quarters influence the minds of learners more. They include opinions like; some subjects like math are for the academically gifted. It is found that the 8-4-4 Curriculum System is loaded with several subjects, there are eleven to thirteen subjects in form one, this affects the students negatively attitude since the students are forced to put in, more hours even during holidays to study privately. This pressure has reduced students playing time and reduced their intrinsic motivation for learning. Most students give up learning and, in the process, miss school and later drop out of school. The study by Kant (2008) has not explained comprehensively on how the students attitudes towards learning has influenced their Academic Performance.

The study by Awang, et al. (2013), revealed that students' perception of their teachers played a significant role in determining their learning outcomes in Malaysian Studies, while the teachers were of the opinion that learning environment was a factor which contributed significantly to the students' achievement in Academic

Performance. The study suggested that the teachers should build upon excellent rapport with students and create an attractive and enjoyable environment to get the students to dynamically involve in the classroom activities and learn the Malaysian Studies enthusiastically and efficiently. This study did not reveal in details on the influence of students' attitude towards learning.

Nyamubi (2016) study in six secondary schools in Morogoro Urban and Mvomero districts in Morogoro Region in Tanzania, revealed that students differed in terms of their mastery of English, scoring higher in the structure section, while composition was the most poorly scored section. In all, students, in both Form One and Form Four, had strong and positive attitudes to English. Specifically, while Form One students had more positive interest attitudes than their counterparts, Form Four students displayed more utilitarian attitudes to learning English, compared to Form One students. This was because in primary schools, the learners used Kiswahili in their communication, which made it difficult to change to English at secondary level as they join Form one. However, this study only emphasized on English as a subject and did not discuss about other subjects, which formed the basis of the study.

According to Mulala and Odiemo (2015) in their study in Mukaa Sub-County, in Makueni County, teaching methods influence the students' attitude and hence the Academic Performance. Teachers' qualification and experience significantly influence the students' confidence. Parental involvement and encouragement influences the student positively to like the subject. This study asserts that teachers and other stakeholders in the education sector should organize forums such as seminars and workshops for students, parents, teachers and school administrators to strengthen and promote positive attitudes towards learning. There is a gap in this study since other

factors also influence attitude and Academic Performance of the students. For example, gender bias and therefore there is need for more study on students' attitude towards learning.

In the study by Langat, Itegi and Magoma (2015) in public secondary schools in Kiambu in Kenya noted that students' positive attitudes are key to providing conducive environment for learning as the students learn better if they enjoy what they are learning. However, this is not reflected in their Academic Performances. Student attitude is among the strongest predictor variables affecting students' achievement. The learning abilities and positive minds of the students enabled them to view various subjects as something learnable, achievable and were related to most of the environmental activities. The beliefs about their competencies affected their attitudes towards each subject as the students felt that not everyone can be good in all subjects. Attitude towards learning determines students' ability, willingness to learn, choice of action and response to challenges. It determines the level of engagement, interest, personal effort without which one can hardly perform. This study has not addressed the influence of students' attitude towards learning on Academic Performance in other subjects apart from mathematics. It only discussed about mathematics and has not talked about other subjects. This created the basis of this study involving students attitude towards learning on Academic Performance.

Motanya and Matheka (2018) study found that Academic Performance in K.C.S.E in public Secondary Schools in North Masaba Sub-County of Nyamira County, most students prejudged that mathematics is a difficult and tedious subject. They revealed there was fear and anxiety among students during lessons and examinations of mathematics. The study noted that most schools did not have enough learning materials

in mathematics and teachers used poor teaching methods such as lecture method, which made the students to develop negative attitude towards learning of the subject. The study suggested that all stakeholders should work together to change the mentality of the students towards the subject and invest in purchase of teaching and learning materials. This study did not discuss on the students' attitude towards learning effects in various subjects since it only studied about mathematics.

2.4 Summary of the Literature Review

Several researches have been done concerning psychosocial factors and students' Academic Performance for example by Vangie, Biton, Gonzaga and Moneva (2019) who declared that there were several factors that could affect students' Academic Performance in school regarding Peer Pressure. This study was conducted on students in boarding schools and for graduating class. The study did not elaborate on how the peer pressure indirectly affect students' Academic Performance in K.C.S.E in public day secondary schools in Marani Sub-County. Therefore, this study seeks to determine the Peer Pressure effects on students' Academic Performance in K.C.S.E in public day secondary schools to compare with the findings of Vangie, Biton, Gonzaga and Moneva (2019). Suleman, Hussain, Khan and Nissa (2012) conducted a study on effects of parental socio-economic status on the Academic achievement of secondary school students in Karak District of Pakistan. The outcomes showed that parental education and occupation and facilities at home affects the student's achievement. However, they did not show the effects of all the socio-economic components of parents on the students' Academic Performance. This study assessed the extent to which parents' socio-economic status affects students' Academic Performance in K.C.S.E in Public day Secondary Schools as a gap. Wei, Hung, Lee and Chen (2011)

studied on learning atmosphere and found out that most students are very fond of the teachers who were adept at organizing fun activities in class. This statement was also approved by the teachers. However, this study was not clear on what makes students enjoy in learning various subjects. Therefore, this study established the students' attitude towards learning effects on students' Academic Performance in K.C.S.E in public day secondary schools in Marani Sub-County, Kisii.

2.5 Theoretical Framework

The theories used in this study included Walberg's Theory and Attitudinal Theory. These theories were suitable for this study because they had direct relationship with this research study and the objectives of this study. They supported the relationship between the independent and dependent variables.

2.5.1 Walberg's Theory of Educational Productivity

This study used Walberg's theory of productivity updated by Zins Weisseberg, Wang & Walberg (2004) which proposes that schools are the hub for the positive impacts on a student's academic achievement. There are other several aspects in attaining success beyond the jurisdiction of curriculum, instructional stratagems and practices. Community backing, parental participation, and the Psychological features of students also play a crucial role in the academic attainment of all students. Walberg's theory is pertinent in defining the different aspects that affects Academic Performance.

Walberg's theory has shown the significance of the realms of motivational directions, self-adjusting learning approaches, and social/interpersonal skills in promoting Academic Performance. He reports that, basing on the large-scale execution of a Social-Emotional Learning (SEL) program, that students' who became more self-aware and

confident in their learning abilities, who were more inspired, who set learning goals, and who were planned in their tactic to work, Self- Regulated Learning (SRL), achieved better in school.

Walberg indicated that the most important aspect of academic success for students from poor Parental Socio-economic Status is the home surroundings. It is more crucial than other factors that impact Academic Achievement, like parental income and education. Schools cannot alter the features of parental education and income but can have affirmative effects on the home surroundings by educating and working with parents. Walberg proposes that the family's Socio-economic Status plays a substantial role in the involvement of the students' educational process. Research discloses that families from a high socio-economic background are more involved in the educational process than those from a low socio-economic background.

Additionally, Walberg's theory proposes the significance of the realm of motivational orientations; he discloses that families from high socio-economic background greatly take part in education than low socio-economic background. This can be utilized in explaining the peer pressure impacts on students' Academic Performance. Students whose Peers are from high class background are likely to affect those from high Socio-economic background and may do well in class whereas those from low-Socio-economic background are also likely to be affected by those of their status thus performing poorly as per objectives of this study. This theory supports the maxim stating that "Birds of the same feathers flock together".

2.5.2 Attitudinal Theory

This study utilized another theory, the attitudinal theory of Fishbein and Leak Ajzen updated on (2012) – also applies to this study. It has three main constituents; - cognitive, affective and psychomotor. The three constituents ought to be parallel on the continuous of primary attitude and intermediate attitude target attitude, if not conflict comes up. The learner should plan to alter his attitude so as to accomplish well in school. In this study the selected Psychosocial factors effects on students' Academic Performance in public day in Marani sub- county was established to be affected by Peer Pressure, Socio-Economic Status of Parents and their own inherent view of students on Academic Performance in KCSE. Then if the three components were to be attained then the students' Academic drop could rise up and students' could perform well and impeccably join the university level of learning in enormous numbers in Marani sub-county.

2.6 Conceptual Framework

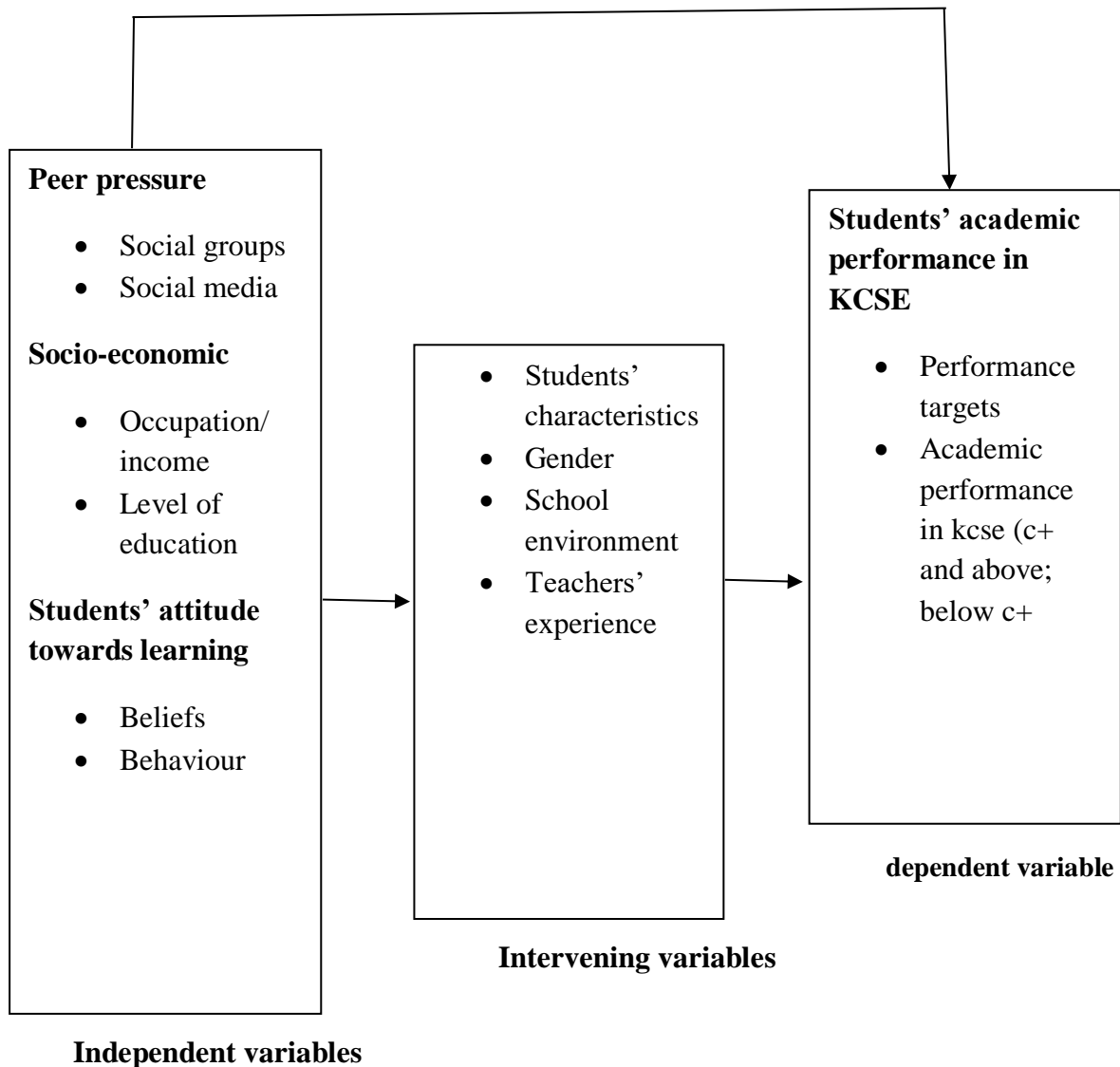


Fig 1: Conceptual framework for the effects of selected Psychosocial factors and Students' Academic Performance in K.C.S.E

Source: Research (2020)

In this study, the independent variables were the Psycho-social factors, which included: Peer-Pressure, Socio-Economic status of Parents and Students' Attitude towards learning. The dependent variable was Students' Academic Performance which was analysed using Academic Performance targets and Academic Performance in K.C.S.E. It was found that in KCSE Grades C plus and above includes Students

who score good Grades and join university. C plus and below are scored by those students who score low Grades in KCSE and join middle level colleges and other institutions of lower cadre which offers Diplomas and Certificates. Therefore, in this study the Independent variables directly affect Students' Academic Performance in KCSE in Marani Sub-County. The independent variables were measurable and the indicators were included in the data collection tools such as questionnaire and interview schedule. The intervening variables were Students' characteristics, gender, school environment and teachers' experience. These were the ones the researcher controlled during the research study and concentrated on the objectives of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presented the research design, study population, sample procedure and sampling size research instruments, piloting, validity of the research instrument and reliability of research instruments, data collection procedure and data analysis.

3.1 Research Design

This study used descriptive research design. It collects information over a large and wider area. Research design is an organized study with a structure that supports a person in executing a duty, the organization of settings for gathering and scrutiny of data in a way that purposes to join relevance to the research purpose, with economy of information in the procedure (Orodho, 2006). According to Kothari (2004), descriptive research design is the research design concerned with describing, recording, analysing and reporting circumstances that are available. Descriptive design pursued to display the influence of psychosocial aspects in secondary schools. The descriptive design aided in gathering of data from students, class teachers and principals on their views, feelings and experience teachers are part of the respondents. The study used descriptive survey design which drew information from studying a larger area and in a short period of time, therefore, it was suitable to this study because it assisted the researcher to complete study work in a short time. It enabled the collection of information that described the students' population with respect to psychosocial factors affecting students' Academic Performance in Day Public day secondary schools. The design involved collection of information by interviewing teachers using interview schedule or administering questionnaires to a sample population as stated by (Orodho, 2006).

Descriptive research is a study designed to depict the participants in an accurate way. Both qualitative and quantitative approaches of data collection were used (Mugenda & Mugenda, 2003).

3.2 Study Location

This study was carried in Marani Sub – County in Kisii County, Kenya which bordered Manga Sub - County to the East, Rachuonyo Sub- County to the North and Kisii County to the south. This location was chosen for the study because it could give reliable and adequate information regarding Academic Performance in KCSE so as to give the basis for studying on the effects of psychosocial factors: Peer Pressure, Parents Socio-Economic Status and Students’ Attitude towards learning on Academic Performance. This implied that the respondents were rich with information required by the study.

3.3 Target Population

The study targeted form four students since they had been in school for longer and had good information to respond to the Questions required than the other ones in lower classes. Therefore, they delivered dependable information for the study. The target population from which the sample size was taken comprised of 29 public day secondary schools in Marani Sub- County which had 1501 form four Students, 29 Principals and 301 Teachers. Therefore, the target population comprised of 1831 respondents as illustrated in Table 2.

Table 2: Target Population

Respondents	Frequency	Percentage
Female students	801	43.7
Male students	700	38.3
Teachers	301	16.4
Principals	29	1.6
TOTAL	1831	100

3.4 Sampling Procedure and Sample Size

This study used simple random sampling method to sample schools, teachers and students, for principals purposive sampling method was utilized. A sample is a slight part of anything anticipated as a representative of the entire. Orodho (2006) states that sampling is undertaken since it is impossible to test each single individual in the population. Moreover it saves time, money and effort. 10% of the target population was selected as sample size which was dependable for the study.

The list of all the 29 secondary schools in Marani Sub-County was taken from the QUASO office, Marani Sub-County to create a sample structure which was the definite number of respondents carefully chosen. The researcher cautiously listed down all the twenty-nine schools in Marani sub-county then proceeds to divide the list into pieces, each representing a School. Divided the papers into representation of two zones, Marani and Kegogi, and then progressed to put the pieces of papers into two boxes, each demonstrating a particular zone (Marani and Kegogi).

After shaking to mix the papers in the boxes, five schools were randomly picked from each box. A total of 30 Teachers, which is 10% of 300 Teachers target population, and

150 Students, which is 10% of 1501 Students target population were sampled using random sampling procedure. Purposive sampling was utilized in selecting 9 principal used to take part in the study. The purposive sampling was convenient to attain the targeted sample swiftly. The sample distribution was 150 Students, 30 Teachers and 9 Principals, giving a sample size of 189 respondents. Struwig and Stead (2001) suggested that a sample size of 150-200 respondents delivered is accurate and dependable. For this study Psycho socio- factors affecting Students Academic Performance in KCSE in Public Day Secondary Schools in Marani Sub-County Kisii. Table 3. shows the sample distribution of respondents in Marani Sub-County for this research study.

Table 3: Sample Distribution

Respondents	Frequency	Percentage
Students	150	79.4
Teachers	30	15.9
Principals	9	4.7
TOTAL	189	100

3.5 Research Instrument

The researcher organized another set of pieces of papers with “YES”/ “NO” options, placed them in a box and permitted students to pick them boy first and girls followed after boys. The ones who had picked “YES” were carefully chosen to partake as respondents. Utilizing this method, the researcher selected fifteen form four respondents. Utilizing the same technique again, three teachers were carefully chosen.

This was reiterated in all the 10 randomly selected schools to pick the students' respondents and teachers to actively take part in the research study.

Kathuri and Pals(1993) states that, provided proper sampling procedure is followed this method of sampling provides an equal opportunity to each unit to be included in the sample size. This procedure is free from bias. This allows for meaningful statistics of analysis where Frankfort-Nachmias and Nachmias(1997) add that simple random sampling provides a useful blend which enables quantitative and qualitative research to be recognized.

3.6 Data Collection Instruments

3.6.1 Questionnaires

A questionnaire was used to gather data over a large sample as suggested by (Kombo & Tromp, 2006). The questionnaires utilized in this study was made up of both structured and unstructured questions. Structured questions are easier to analyse and administer since every item is followed by substitute answers. Respondents' responses were given an understanding by the researcher into respondents feelings, background, motivation, interest and decisions as found by (Mugenda & Mugenda, 2003). There were two sets of questionnaires; Teachers' Questionnaires and students' Questionnaires in this research study.

3.6.2 Interview Schedule

The interview schedule was prepared in a written or taped form. It involved a conversation between two or more people. Questions were asked by the interviewer to elicit facts or statements from the interviewee. Interview guide directs the conversation

towards the topic and issues one needs to learn. They help one to know what to ask, what sequence, how to pose questions and to pose follow-ups. They guided what was next after the interviewee had answered the last question as found by (Kombo & Tromp, 2006).

The use of interview schedule as a tool in research is quite efficient because through them the researcher was able to obtain personal views from the respondents directly. In this interview schedule, structured or closed ended questions were used. Closed ended questions were used with the aim of helping the researcher to obtain the personal views of the respondents. The interview schedule was administered to Principals. The Principals were expected to provide adequate and appropriate information to assist the researcher in the collection of valid and up-to date data in this study.

3.7 Pilot Study

A pilot study is a small-scale test of the procedures and techniques utilized on a higher scale. Porta (2008) states that the ultimate purpose of executing a pilot study is to scrutinize the achievability of an approach that is intended to in the long run be used in a larger scale study. Reliability of the instruments of data collection was checked through piloting, whereby student population of 100 from 5 sampled schools, 5 Teachers and 2 Principals from neighbouring Sub-counties, Manga Sub-County and Kisii County were piloted. The respondents in pilot study did not take part in the main study.

3.7.1 Validity of Research Instruments

Validity is an indication of how sound the study is. More specifically, validity applies to both the design and the methods of research. Validity in data collection means that findings truly represent the phenomenon one is claiming to measure. Valid claims are

solid claims. Validity can validate the findings. Seliger and Shohamy(1989) suggest that, controlling all possible factors that threaten the study validity is a primary responsibility of every good study. To assess the content validity of the questionnaires and interview schedules, the researcher sought supervisory assistance of experts in the field of Educational Psychology of Maasai Mara University. The instrument gave the required feedback for implementation. Through this, the researcher was able to identify areas of difficulty in the research work and make the necessary adjustments before the actual study. The validity index which was less than 0.7 indicated that the instrument was not valid. The following was the formula by Amin (2005) on calculation of validity index.

$$\text{Validity Index} = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

3.7.2 Reliability of Research Instruments

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. Unreliability is always present to a certain extent it is assumed that, there will generally be a good deal of consistency in the results of a quality instrument gathered at different times. The tendency toward consistency found in repeated measurements is referred to as reliability (Jerz, 2013) suggested.

The questionnaire was expected to be answered the same way, each time the researcher conducted it. This was done by comparing the answers given in a pre-test, a test given before the actual test in preparation for the main test, to measure consistence. The Cronbach's alpha coefficient of reliability between the two separate administrations of the questionnaires was expected to give a coefficient of at least 0.7, which was high enough to confirm the reliability of the questionnaires and therefore, be adopted for the

study (Mugenda & Mugenda, 2003). The following formula was used to calculate Cronbach's alpha coefficient.

$$\alpha = \frac{k}{k-1} \left[\frac{1 - \sum SDi^2}{SDt^2} \right]$$

Where α = the alpha coefficient

$\sum SDi^2$ = sum of the variance of individual items in the questionnaire

SDt^2 = variance of entire questionnaire

k = number of items in the questionnaire

3.8 Data Collection Procedure

The researcher obtained an introductory letter from the School of Education of Maasai Mara University then sought a permit from the National Council for science Technology and innovation (NACOSTI) to carry out the collection of data. This ensured confidence of the respondents who participated in the study. The researcher proceeded to the County director to get permission from the County Commissioner Marani Sub-County to collect data from the 189 respondents in the 29 public day secondary schools.

The County Commissioner provided security to the researcher in case there was hostility from the respondents. The researcher made appointments with the Principals of the schools which were sampled to give the appropriate dates on when to visit and administer the questionnaires and the interview schedule. The researcher ensured that research study questionnaires and interview schedule were filled and collected within two weeks' time.

3.9 Data Analysis

This Study used both quantitative and qualitative method to analyse the effects of psychosocial factors on Students' Academic Performance in Public Day Secondary Schools in Marani Sub- County, Kisii County, Kenya. Qualitative analysis used content analysis method, which involved the non-quantitative data, especially the data from interview schedule. It is a strong tool that effectively addresses the social issues that affect individual and families at large. It seeks to explain phenomena more deeply and more exhaustively when collecting data. Quantitative data analysis involved analysis of data from the questionnaires. Quantitative data analysis involved the calculation of descriptive statistics for all scales in the present study using SPSS version 24. The SPSS was also used in the inferential statistics such as simple regression analysis, which involved the following equation. This was used to test the stated hypotheses.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where, Y = Students' Academic Performance;

β_0 = Y intercept, i.e. the value of Y when X is zero;

β_1, β_2 and β_3 = Coefficients of X_1, X_2 and X_3 respectively, indicating the

changes in Y when the variables change;

X_1 = Peer pressure;

X_2 = Socio-Economic Status of Parents;

X_3 = Students' Attitude towards learning;

ε = Error term

The descriptive statistics included the calculation of means, standard deviations and range of scores (minimum and maximum), calculated percentages, frequency tables,

and figures of all scales in the present study to determine how Student Performance was affected by selected Psychosocial factors in Marani Sub- County.

3.10 Summary of Variables and Data Analysis Approaches

Table 4: Variables and data analysis

Research Objectives	Independent variable	Dependent variable	Research instrument	Data analysis approach
To determine the effects of Peer Pressure on Students' Academic Performance in Public Day Secondary Schools in Marani Sub-County.	Peer Pressure	Drop in Academic Performance	Questionnaire and interview Guide	Descriptive statistics which included calculated percentages, frequency tables, and figures of all scales in the present study. Inferential statistics, which used multiple linear regression analysis.
To determine the effects of Parents' Socio-Economic Status on Students' Academic Performance in	Socio-Economic Status of Parents	Students' Academic Performance	Questionnaire and Interview Guide	Descriptive statistics which included; calculated percentages, frequency tables, and figures of all scales in the present study.

Public Day Secondary Schools in Marani Sub- County				Inferential statistics which used multiple linear regression analysis.
To determine the effects of Students' Attitude towards learning on Academic Performance in Public day Secondary Schools in Marani Sub- County of Kisii County	Students' Attitude	Students' Academic Performance	Questionnaire and interview Guide	Descriptive statistics which included calculated percentages, frequency tables, and figures of all scales in the present study. Inferential statistics which used multiple linear regression analysis was used

3.11 Ethical and Logical Considerations

The researcher employed confidentiality in this study to successfully interact with the respondents who were very vital in this study. The respondents consent was sought before the actual day a letter was written to the respondents by the researcher to inform the respondents of what the researcher requires in this study. Then there was assurance that the information collected will be private and confidential. The respondents were

informed in case they required the information being collected they were to be the first beneficiaries. Those were the principals, teachers and students of Marani Sub-County in Kisii County. They were informed that the topic is very relevant to them because it dealt with students' challenges in their academic performance, which was key to them at this particular time. Their names were to be preserved not to be written in the questionnaire or indicated anywhere in this study.

Their opinions thoughts and feelings, which were given in narration form in this study, was not to be discussed outside this research study. The respondents freely participated and gave valid and relevant information after they had been counselled and guided by the researcher in a friendly, respectful manner, which ensured 100% participation and response.

The research methods had respect for respondents in collecting data where the quantitative and qualitative data collected was geared towards simplified questions which could be easily understood by the respondents and answer them with ease, leaving the calculation sections to the researcher. To finalise the percentages, mean regression analysis, charts, tables and figures.

The researcher had a wide range of research study to exhaustively give aims and goals of a reliable research study. Hence used at least three broad areas of psychosocial factors affecting students' academic performance.

The information of this study took care of plagiarism which is a professional misconduct by citing or acknowledging the other researchers who have also done the same research, what they have said and addressing the research gaps. The lectures

guided this research to be original work and ensured professional originality throughout this study.

There was authority consent from respondents, teachers, principals, Ministry of Education from Maasai Mara University lectures and also from NACOSTI National Council of Science Technology and Innovation. This guaranteed the research humble interaction with the respondents and reliable research study outcome.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter covered data analysis and the interpretation of findings. The data presented includes demographic information of the respondents, effects of Peer Pressure, Socio-Economic Status of Parents and Students' Attitudes towards learning as some of the Psycho- social factors affecting Students' Academic Performance in Public Day Secondary Schools in Marani Sub-county, Kisii County.

Qualitative analysis used content analysis method, which involved the non-quantitative data, especially the data from Interview Schedule. Quantitative data analysis involved analysis of data from the Questionnaires. Quantitative data analysis involved the calculation of descriptive statistics for all scales in the study using SPSS. In addition, the SPSS was used in the inferential statistics such as simple regression analysis. In this manner the data for various sections were quantified according to objectives.

4.1 Response Rate

All the 189 Questionnaires were returned and all Interviews were conducted effectively resulting to a 100% response rate. Mugenda and Mugenda (2003) suggested that 50% response rate was adequate, 60% good and above 70% rated very good. This implies that the 100% response rate in this study was very good. This is due to the effective data collection techniques used and close supervision of data collection by the researcher.

4.2 Demographic Information

This section presents demographic information of Teachers and Students. For the Students it presents the people whom they stay with and for the teachers, it presents the length of time they have been in teaching.

4.2.1 Distribution of Students by their Caretakers

The study found out the following data in Figure 4.1 to show the people who stay with the students.

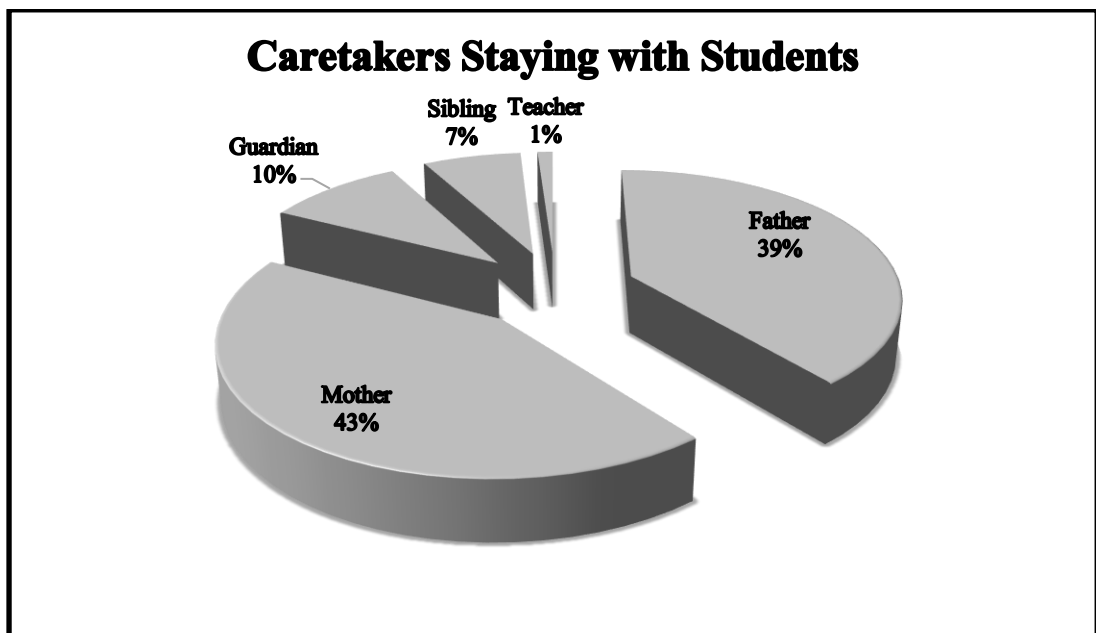


Fig.2: Caretakers Staying with Students

From the results shown in Figure 2, the highest percentage, 43% of the students stay with their mothers while 39% stay with their fathers. This implied that most students were under the care of their parents. This was significant to this study because it could establish the effects of Socio-Economic Status of Parents on Students' Academic Performance. These findings are confirmed with the study by Okemwa and Muasya (2014), who noted that the parent's occupation affected Academic Performance of the Pupils at Primary level. This is because the study findings revealed that there was a

significant relationship between the Parent's Occupation and the Academic performance of pupils at primary level in the study area. In this study, it was evident that the type of occupation done by parents was able to determine the educational Performance of Pupils. This is because Parents who had occupations with stable sources of income were able to care for their children well by providing all the essential learning materials when compared to Parents with occupations which did not generate a stable income.

The least percentage, 1% stay with their teachers. This implied that most Students fear staying with their Teachers because they might not have freedom to do various activities on their own way.

4.2.2 Distribution of Teachers by their Teaching Experience

The number of years the teachers had been in teaching is as represented in Table 5. This was very important in this study to determine the effects of Students' Attitude towards learning on their Academic Performance according to the long-term experience of the Teacher who would give reliable information for the study.

Table 5: Teaching Experience

Length of Teaching (years)		Frequency	Percentage
Low	1 – 5	12	31
Moderate	6 – 10	19	49
High	11 – 16	6	15
	17 and above	2	5
	TOTAL	39	100

The information in Table 5 indicated that 49% have teaching experience of 6 – 10 years. Moreover, 69% of Teachers had teaching experience of more than 5 years. This long-term experience implied that the teachers had interacted more with various Students and could give variety of better information which could be more relevant to this study. The study by Dial (2008) confirmed the findings by revealing that the percentage of students scoring advanced and proficient increased as the number of years of teaching experience increased and then decreasing for teachers with 20 or more years of experience.

4.3 Distribution of Students by Peer Pressure

This section provides the findings from both students and teachers on the effects of Peer Pressure on Students’ Academic Performance in KCSE in Public Day Secondary Schools in Marani Sub-county, Kisii County. Table 5 illustrates the proportion of Students at School who do not have friends according to the findings.

Table 6: Distribution of Students by Peer Pressure

Level of Peer Pressure on Students	Frequency of respondents	% of respondents	Cumulative %
Low	0 - 30%	13	7
Moderate	30 - 60%	21	18
High	60 - 90%	34	36
	90 - 100%	121	100
TOTAL	189	100	

According to Table 6 the level of Peer Pressure on Students in the school was high, approximately 90 – 100% since the greater frequency of respondents, 64% suggested this proportion. This implies that Peer Pressure has greater effects on Students’

Academic Performance. In addition, the following Figure 3 indicates that most Peer groups in the school scored 200 – 299 marks in KCPE as given by 63% response. This implies that most of Students are average in Academic Performance which gives a prediction of poor results if no effort made.

The findings were confirmed by Reich and Somers (2012) where it was noted that the effects of peer pressure, both negative and positive, has a lasting effect; not only throughout students' school experience, but for a lifetime. Students involved in help-seeking strategies run the risk of academic difficulty if not properly applied, and Teachers who employ Performance task goal methods create in Students near-indelible behaviour strategies that could have a negative impact for future decision-making and coping skills.

The findings of this study were in agreement with the study of Mosha (2017) where it indicated that Peer Group had both negative and positive effects on adolescent Students' Academic Performance. Positive effects of the Peer Group contributed to adolescent Students' Academic Performance but not as expected. In contrast, socialization was among the factors that improved students' self-awareness and cooperation. Moreover, relationships from close friends being girls or boys had been associated with adolescents' Academic Performance on one hand; and on the other hand; in changing negative behaviours to positive. Communicating skill was also improved through adolescents' socialization that played a part in learning during discussions.

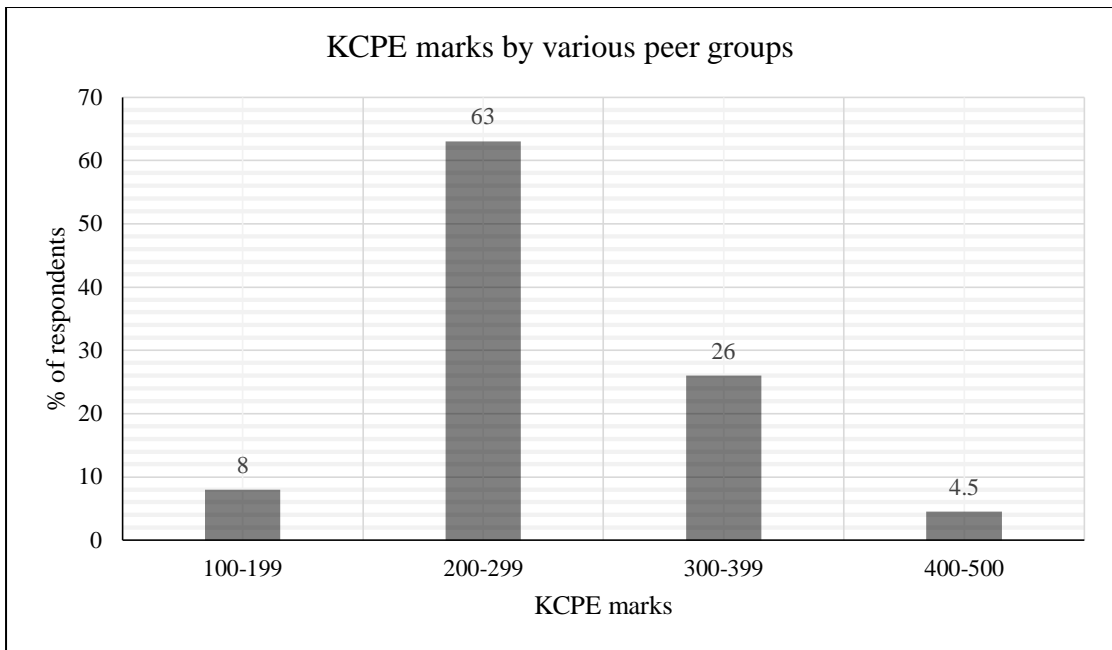


Fig.3: Distribution of KCPE Marks by Peer Groups

Table 6 indicates findings on how various components of Peer Pressure relate with the Students' Academic Performance.

Table 7: Distribution of Students by Components of Peer Pressure

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Students fail exams due to bad company of Peer Pressure	9	6	13	9	11	7	51	34	66	44
My Peer Group prior marks affects my current Academic Performance in my end of year marks	7	5	13	9	12	8	50	33	68	45
My Peer Group comprises of members who had previously scored good grades	57	38	47	31	11	7	23	15	12	8
Low amount of pocket money spent by my Peer Group affects my Academic Performance	51	34	51	34	17	11	18	12	13	9
High amount of pocket money spent by my Peer Group affects my Academic Performance	9	6	21	14	13	9	47	31	60	40
I am limited to my Academic Grades by my Peer Group family background	20	13	25	17	21	14	36	24	48	32
Number of exams taken together by my Peer Group affects my Academic Performance	15	10	22	15	18	12	42	28	53	35
Spending most of my time in social media leads to low Academic Performance	16	11	26	17	21	14	39	26	48	32
Social media has helped me to learn more ideas to improve my Academic Performance	45	30	35	23	24	16	28	19	18	12

From Table 7, the findings revealed that Students failed exam due to bad company of Peer Pressure. This is indicated through greater percentage, 44% of the responds who strongly agreed with the statement while the least percentage of 6% strongly disagreed. 45% of the respondents strongly agreed that Peer Group prior marks affects the Students' Academic Performance in end of year marks while 5% strongly disagreed. This indicated that Peer Group prior marks might have controlled the individual Student's marks in examinations.

Most of the respondents, 38% confirmed that most Peer Groups do not comprise of members who had previously scored good grades. Only 8% strongly agreed and therefore, this is evident that the previous scores had poor grades. This indicated that the poor Academic Performance of Students was affected by Peer Pressure. Surprisingly enough, 40% of the respondents strongly agreed that high amount of pocket money spent by peer groups influenced the Students' Academic Performance. In support of this, 34% strongly disagreed that low amount of pocket money spent by peer groups affected the Students' Academic Performance. This reveals that the large amount of pocket money given to the Peer Groups contributed to poor Academic Performance.

32% of the respondents strongly agreed that their academic grades are limited by their Peer Group family background. This is because the peer pressure instils the habit of reading or studying, which in turn limits the Academic Grades. The greater percentage, 35% confirmed that the number of exams taken together by the peer groups affects the Students' Academic Performance. The duration and learning environment where the Peer Groups would like to take determines their performance depending on what they choose.

It was revealed by 32% of the respondents that spending most of my time in social media led to low Academic Performance, while only 12% strongly agreed that social media had helped them to learn more ideas to improve their Academic Performance. This is an implication that social media had done more harm than good on the Academic Performance of Students, since they took a lot of their time on non-Academic matters which lead to their failure in examinations, hence poor Academic Performance.

According to the findings of the study, 80% of the respondents agreed that the number of times the students are counselled had affected their Academic Performance. This was due to the fact that counselling led to change in habit of reading and enabled the students' reduce wastage of time. It also reduced bad effects from the social media.

The findings for this study on Peer Pressure were confirmed in Bankole and Ogunsakin (2015) which suggested that Peer Group plays an essential role in the Academic Performance of secondary school students. They form an important part of the environment of school and they create and maintain a culture separate from the home and adult community in which individual Peers were raised. Also, it can be concluded that to achieve effective teaching, Teachers should concentrate on promoting classrooms of acceptance; they should avoid playing favouritism and abandon negative image of student(s) that they already possessed.

In addition, Parents should observe the types of Peer their children move with either in the school or outside the home. They should see to it that their children move with Peers who can positively affects them and have good effects on their Academic Performance. Finally, counsellors should play a major and leading role in the matter by organizing lectures, seminars, career talk and the like so that the performance of secondary school students will be improved.

4.4 Distribution of Respondents by effects of Socio-economic Status of Parents

This study found that Socio-economic status of Parents affects the students 'Academic Performance in Public Day secondary schools in Marani Sub-county, Kisii County. The Figure 4 illustrates that the greatest percentage of Parents depend on subsistence farming for their income indicating the effects of poverty of Parents on Students' Academic Performance.

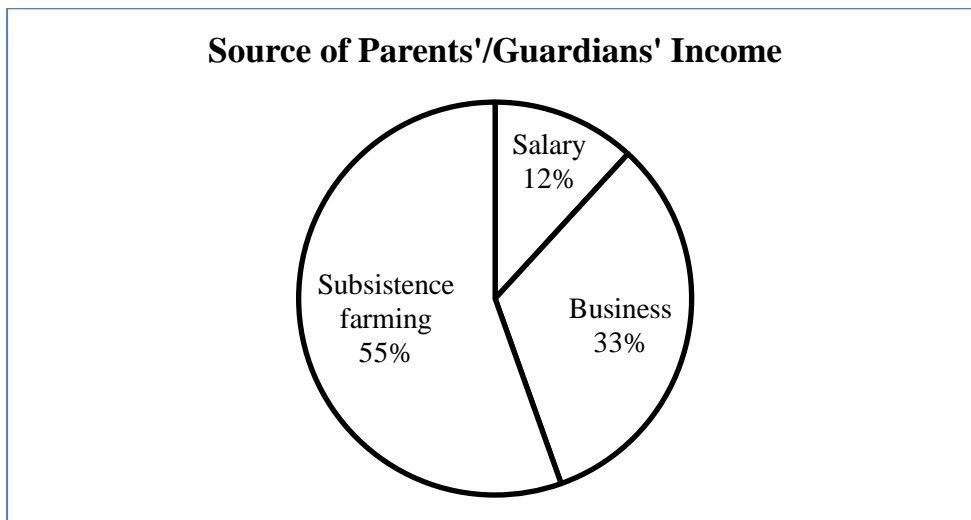


Fig. 4: Source of Parents'/Guardians' Income

On the findings from teachers, 54% of them suggested that Socio-economic Status of Parents affects students' Academic Performance in Public Day secondary schools, especially in Marani Sub- county, in Kisii County of Kenya. Figure 4.3 illustrates that most of the Parents or Guardians had attained education level upto primary school. 53% of the Parents had attained primary school level of education, which reveals low Socio-economic status, hence might have led to low Academic Performance of Students.

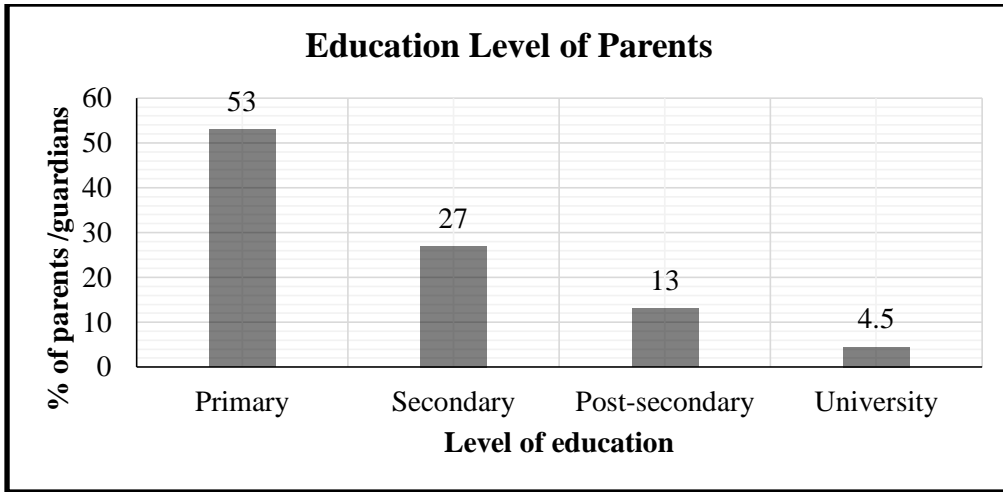


Fig.5: Education Level of Parents

From the Likert scale provided on the questionnaire, the findings shown on Table 8, indicate that the Socio-economic Status of Parents/Guardians greatly affects Students' Academic Performance in Public Day secondary schools.

Table 8: Effects of Socio-economic Status of Parents

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
I am often sent home for school fees and other levies	7	5	14	9	3	2	54	36	72	48
I seek external support to meet my education needs since my parents cannot afford	6	4	12	8	7	5	54	36	71	47
My parents/guardians pay for my school fees in time	76	51	50	33	11	7	10	6	3	2
My Academic Performance is affected because of absenteeism due to lack of fees	5	3	9	6	1	1	57	38	78	52
I perform very well since my parents help me in doing my Homework after school	73	49	48	32	11	7	11	7	7	5
My parents never attended school, hence do not bother about my Academic Performance in school	12	8	16	11	25	17	44	29	53	35
My parents/Guardians check my books and Homework regularly	50	33	40	27	18	12	21	14	21	14
My parents/Guardians visit the school to monitor my Academic progress	60	40	48	32	12	8	20	13	10	7
Students from high socio-economic status families perform better in Academics	12	8	21	14	7	5	50	33	60	40

According to the respondents, most of them, 48% strongly agreed that the students were often sent home for school levies, which revealed that the socio-economic status of

parents was low, hence negatively effects on the students' Academic Performance. 47% strongly agreed that the students sought external support to sustain their education since their parents could not afford. This was very evident as 51% strongly disagreed that their parents paid school levies in time. 52% strongly agreed that their Academic Performance was affected by absenteeism due to lack of fees.

From the findings, it was indicated that 49% strongly disagreed that students perform very well since their parents helped them in doing their homework after school. This implied that the parents' educational level was low which led to poor Academic Performance of the students. This was also supported by 35% of respondents who strongly agreed that the parents never attended school, thus not bothering about the students' Academic Performance in school.

33% of the respondents was the greatest percentage who strongly disagreed that the parents checked the students' books and homework regularly. Most of the respondents, 40% strongly disagreed that parents visited school to monitor the students' Academic Performance. The greatest percentage, 40% of the respondents strongly agreed that students from high socio-economic status families performed better in academics. The studies revealed that socio-economic status of parents influenced the students' Academic Performance.

These results were confirmed through the study undertaken by Suleman, Hussain, Khan and Nissa (2012) where it was ascertained that academic attainment of a student is directly proportional to the income of parents, education and occupation. That is why it is right to suggest that high Socio-Economic status of the parents plays an essential and vital role in the heightening of their children's academic achievement.

The study by Juma, Muasya and Masese (2016) approved the discoveries by disclosing that there is a substantial positive correlation between parents' income and students' academic performance in Tana River County. This is due to the fact that higher income parents have the ability to pay school fees in time, provide the required learning materials and set a more favourable learning environment at home unlike low income parents who do not have financial ability to cater for students' educational needs.

4.5 Effects of Students' Attitude towards Learning

From the findings of this study, greater percentage of respondents indicated that most of the students had negative attitude towards learning. Figure 6 indicates that 22% had positive attitude and 62% had negative attitude. From the results, it implied that the students' negative attitude towards learning negatively affected the students' Academic Performance. The reasons given by the respondents was that the negative attitude came as a result of the poor environmental conditions at homes and school; discouragement by peers, relatives and some teachers; and also, the poor behaviour of the students. For example, the study findings revealed that 49% of the students' general behaviour was average, 34% was poor, 14% was good and 3% was very good.

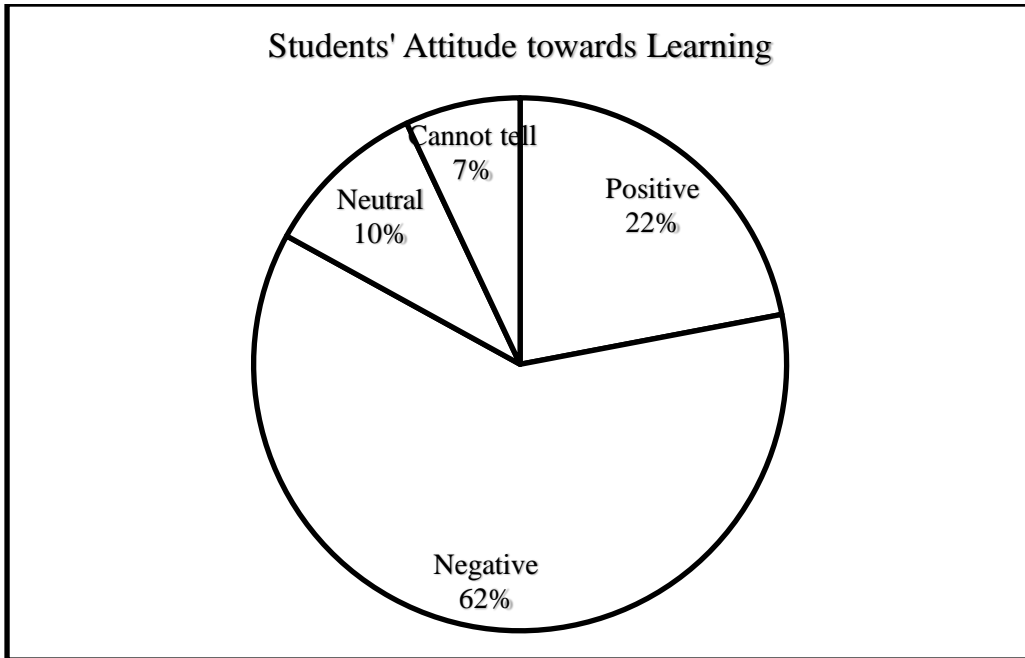


Fig.6: Students' Attitude towards Learning

Figure 6 indicated the findings which revealed the effects of students' attitude towards learning on their Academic Performance in public day secondary schools.

Table 9: Effects of Students' Attitude towards Learning

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
I believe academic studies in secondary school are difficult	11	7	22	15	15	10	42	28	60	40
I have no ability of passing the examinations	11	7	25	17	11	7	46	31	57	38
Assignments are very boring and waste a lot of time	21	14	28	19	15	10	41	27	45	30
Students' bad behaviour had been leading to low academic performance	9	6	15	10	9	6	41	27	76	51
Students' negative attitude towards learning had been leading to low Academic Performance	7	5	11	7	11	7	42	28	79	53
Only students with good behaviour have been good in Academic Performance	7	5	12	8	11	7	48	32	72	48
Not all students with positive attitude towards learning are good in Academic Performance	64	43	51	34	17	11	12	8	6	4

The study findings on Table 9, revealed that most of the respondents, 40% strongly agreed that students believed the academic studies in secondary school were difficult. This made the students to see every concept of academic studies being very difficult. It was also evident that most students believed that they had no ability to pass examinations as illustrated by 38% who strongly agreed about this statement. Majority, 30% believed that assignments were very boring and wasted a lot of time.

51% revealed that students' bad behaviour had been leading to low Academic Performance. This was supported by most of the respondents, 53% who strongly agreed that most students believed that students' negative attitude towards learning had been leading to low Academic Performance. 48% strongly agreed that only students with good behaviour have been good in Academic Performance. This was supported when most respondents, 43% strongly disagreed that not all students with positive attitude towards learning are good in Academic Performance.

To support the findings, the study by Nyamubi (2016) revealed that if secondary school students have very favourable attitudes towards learning, they will benefit more from the instructions. If they have more utilitarian attitudes than interest attitudes, they will anticipate more benefits from learning, such as joining colleges and finding employment. These affirmative attitudes are in agreement with the Government policy on the language of instruction in secondary schools, which promotes the use of English. Positive attitudes offer a good foundation for sustaining students' interest in learning, acting as an input for students to benefit from the instruction. These positive attitudes can be exploited to enhance the learning.

4.6 Psychosocial Factors and Students' Academic Performance

This section discusses how each psychosocial factor was rated in terms of its effects on students' Academic Performance according to the responses given. Figure 7 indicates the extent to which each psychosocial factor effects on students' Academic Performance. From the findings, it was suggested that negative attitude of students towards learning was the major cause of poor Academic Performance, followed by Peer Pressure and finally Socio-economic Status of Parents/Guardians. This was because the students' attitude determines their learning habits and ability to study. The parents'

Socio-economic Status might be poor but the students would perform better in their academics. Peer Pressure might affect the Academic Performance to some extent because the Peer Groups in most cases perform the same activities, which might determine their Academic Performance.

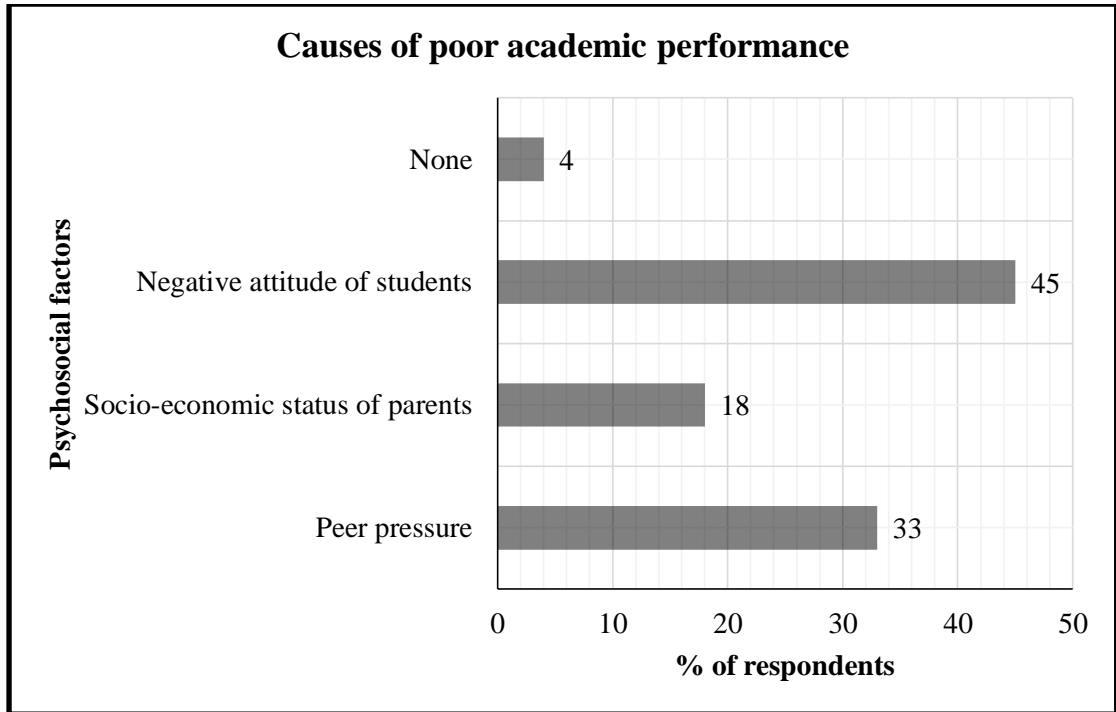


Fig.7: Causes of poor academic performance

Figure 7 indicates the level at which Academic Performance was affected by the psychosocial factors according to the Likerts' scale illustrating various levels of responses. The table indicates how the performance targets could be met and various psychosocial factors related with students' Academic Performance. The findings here support the suggestions given in the above sections of this chapter.

Table 10 Psychosocial factors and Students' Academic Performance

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
The performance targets I set can be met	79	53	36	24	9	6	17	11	9	6
My Academic Performance can be improved through having Peer Groups effects	78	52	42	28	6	4	17	11	7	5
My academic achievement can be enhanced by better socio-economic status of my parents	9	6	15	10	7	5	53	35	66	44
I will do better in my studies through improving my attitude towards my teachers and every subject	5	3	9	6	4	3	57	38	75	50

From the findings in Table 10 it was revealed that 53% of the respondents strongly disagreed that performance targets set could not be met. This was due to negative influence of psychosocial factors as indicated by the findings on the table. It was evident that peer groups' influence could not improve the academic performance, since 52% strongly disagreed that it could do so. 44% strongly agreed that better socio-economic status of parents could improve students' academic performance. This was very possible because the parents could understand the need for academics and care about the academic progress of the students. 50% strongly agreed that the students will do better in their academic performance if they improved their attitude towards teachers and towards learning of every subject.

The study by Wonda (2018) support these findings by suggesting that the most essential psychological factors for students' academic performance is their self-efficacy,

motivation, stress and test anxiety for the subject they study. Therefore, teachers should choose meaningful and authentic tasks in which students will see utility for future profession. By giving such tasks, they can influence both the quality of students' individual work and their academic performance in the subject. Most importantly, if we thoroughly assist our students in various psychological dimensions, they may perform better in academic progress.

In confirmation of these study findings, the study findings of Wachikwu, Kevwe, Anthonia and Nwaukwu (2017) revealed that self-concept, study habit and motivation significantly relate to students' academic achievement while attitude does not significantly relate to students' academic achievement. It also revealed that self-concept, study habit, attitude and motivation jointly significantly relate to students' academic achievement. The study suggested that psychologists, counsellors, parents and teachers should encourage good study habits, positive self-concept and attitude in students and should also motivate students.

4.7 Regression Analysis

The data was also put through regression analysis using SPSS, Version 24 and the findings are shown in Table 11.

Table 11 Regression Analysis

Variables Entered/ Removed^a			
Model	Variables Entered	Variables Removed	Method
1	X3, X1, X2 ^b	.	Enter

a. Dependent Variable: Y

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.970 ^a	.941	.931	4.30762	.941	100.623	3	19	.000

a. Predictors: (Constant), X3, X1, X2

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5601.357	3	1867.119	100.623	.000 ^b
	Residual	352.556	19	18.556		
	Total	5953.913	22			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X1, X2

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
	1 (Constant)	4.459	2.526				1.766
X1	.362	.102	.319	3.555	.002	.149	.575
X2	.331	.116	.292	2.852	.010	.088	.573
X3	.443	.114	.438	3.877	.001	.204	.682

a. Dependent Variable: Y

The results in Table 11 gave the adjusted R^2 to be 93.1%, which indicated that 93.1% of the variation in students' Academic Performance, Y can be explained by the independent variables Peer Pressure, X_1 ; Socio-economic Status of parents/guardians, X_2 and Students' Attitude towards learning, X_3 . This was because Peer Pressure, X_1 ; Socio-economic Status of Parents/guardians, X_2 and Students' Attitude towards learning, X_3 were statistically significant since their P-values are less than the T-values (α values) and the P-values are less than 0.05. On the 'Analysis of Variance' (ANOVA), the P-value for overall regression was statistically significant ($p = 0.000$) since it was less than 0.05. Therefore, the null hypotheses stated were rejected indicating that all the three variables had positive significant effects on Students' Academic Performance in K.C.S.E in Public Day secondary schools in Marani Sub-County, Kisii County.

The regression coefficients indicate that the regression equation was as follows:

$$Y = 4.459 + 0.362 X_1 + 0.331 X_2 + 0.443 X_3$$

According to the regression equation, it was found that students' attitude towards learning, X_3 had greater effects of 0.443 on students' Academic Performance than other Psychosocial factors, being followed by Peer Pressure, X_1 , which had effects of 0.362 on students' Academic Performance, while Socio-economic status of Parents, X_2 had the least effects of 0.331 on students' Academic Performance. These findings indicated that Students' Attitude towards learning had more positive significant effects on students' Academic Performance than Peer Pressure and the Socio-economic Status of Parents/Guardians.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter covered the summary of the study findings, conclusions and recommendations. It also covers suggestions for further study.

5.1 Summary of the Study Findings

The purpose of the study was to examine the selected psychosocial factors and their effects on students' Academic Performance in Kenya Certificate of Secondary Education in public day secondary schools in Marani sub-county, Kisii county, Kenya. The objectives of the study were; to determine the effects of Peer Pressure on students' Academic Performance in Public Day secondary schools of Marani Sub-County; to determine the effects of Parents' Socio-economic Status on the students' Academic Performance in Kenya Certificate of Secondary Education in Public Day secondary schools in Marani Sub- County; and to determine the effects of Students' Attitude towards learning on students' Academic Performance in Public Day secondary schools in Marani Sub- County.

1. The study revealed that the Peer Pressure affects students' Academic Performance as indicated by responses from 32% of the respondents who strongly agreed that the academic grades of students are limited by their Peer Group family background.
2. The study also established that Parents' Socio-economic Status affects Students' Performance because of the level of education and income of the parents. This was indicated by the respondents who agreed that 53% of the parents had attained primary school level of education, which reveals low Socio-economic Status, hence might have led to low Academic Performance of Students

3. The study revealed that students' attitude towards learning was a key Psychosocial factor which affects Students' Performance as indicated by the regression equation, where X_3 had greater effects of 0.443 on students' Academic Performance than other Psychosocial factors.

5.2 Conclusions

1. In conclusion, Peer Group Pressure affected the students' Academic Performance more than the Parents' Socio-economic Status. This was because the Peer Groups felt that there should be similarity in activities and levels of achievement for them to sustain these groups. Moreover, the Students can be in families with low Socio-economic status of Parents and yet perform better due to external effects such as Peer Groups and school environment. This is supported by Abraham Maslow's Theory of Motivation where it demonstrated the importance of self-actualization needs in facilitating Academic Performance.
2. Socio-economic Status of Parent affected the students' Academic Performance. It was revealed that Socio-economic Status of Parents' affected Students' completion of school assignments and ability of students to revise for examinations. Parents with high level of education participate better in Academic Performance and understand the importance of academics better. These parents had set a good example to the Students, which the students could wish to have and they could wish to leave a better legacy as the Parents. In contrast, Parents with low level of education contributed to Students' participation in home chores. More time was used on home chores than on school work. This lack of balance made Students to see that the home chores were better than Academics. Students could not concentrate on school work due to much of their time spent on home chores. In

addition, these parents did not check the students' academic work both at home and at school. This is supported by Walberg's Theory of Educational Productivity where it demonstrated the importance of schools making collaborative efforts to involve parents in facilitating Academic Performance.

3. Students' attitude towards learning had greatest effects on Academic Performance. This was because the negative attitude might have been caused by the poor environmental conditions at homes and school; discouragement by peers, relatives and some teachers; and also, the poor behaviour or indiscipline cases of the students. This is supported by Walberg's Theory of Educational Productivity where it demonstrated the importance of motivational orientations, self-regulated learning strategies and interpersonal abilities in facilitating Academic Performance.

5.3 Recommendations

Based on the conclusions made, the following recommendations were made:

1. To escape the bad effects which might affect the peers in their Academic Performance. Students should be self-reliant, independent, monitor the kind of peer groups that they have and find ways to enable, control them and be able to make personal decisions without depending on others.
2. Parents with low level of education should attend adult classes organised by the communities for them to be explained about the reading culture and writing nurture and mentor and monitor Students' Academic activities both at home and at school. Schools should also have Parents' meetings in schools to explain to them on how to improve the Academic standards of the Students. Students should not use the poverty of their parents as an excuse for failing in Academics.
3. The Students' Attitude towards learning should be improved by improving their environmental conditions, both at home and school; avoid discouraging students by

telling them that certain subjects are very difficult to understand or by telling them that some teachers are not able to teach them those subjects; and also instil good behaviour gradually by involving guidance and counselling together with rewards.

5.4 Suggestions for Further Research

The following areas were suggested for further studies:

1. Since the study focused on Psychosocial factors only in Marani Sub- County, another study should be made on a wider area, especially in the entire country of Kenya for comparison purposes. Additional studies using a larger population of respondents in a larger geographic area should be conducted to determine other variables that affects Academic achievement to reinforce the results of this study. Employing different variables to determine the Socio-economic Status of the Students would enhance the efficacy of the results.
2. Apart from the factors covered in this study, other Psychosocial factors should be studied on how they affect Students' Academic Performance. For example, the school climate and teachers' behaviour. More studies should be carried out on other variables considering the fact that Psychosocial factors in this study can only explain a small percentage of variance towards Academic Performance.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

Dear Respondent,

I am a student at Maasai Mara University carrying out a study to examine the selected psychosocial factors and their effects on Students' Academic Performance in Kenya Certificate of Secondary Education in Public Day Secondary Schools in Marani sub-county, Kisii County, Kenya.

Please assist me by filling in the copies of questionnaires provided. Use a tick where appropriate and also give a brief explanation where necessary. I request you to use your own independent thought in freely answering the questions. The information you will provide is going to be treated confidential. The information will be used for academic purpose only. You are humbly asked not indicate your name in the questionnaire given. A copy of the research work will be made available to you on request.

I will appreciate your support and co-operation.

Thank you.

Yours faithfully,



Christine Muoki (researcher)

APPENDIX II: STUDENT’S QUESTIONNAIRE

You are requested to respond to the following questions provided in an honest and precise manner. Please do not write your name in any part of this paper provided.

Tick (√) or Fill the spaces provided as applied to you

SECTION A: DEMOGRAPHIC INFORMATION

1. Whom do you stay with?

Father [] Mother [] Guardian [] Any other (Specify)

SECTION B: PEER PRESSURE

2. What is the average percentage of students who do not have friends in school?

0-30% [] 30-60% [] 60-90% [] 90-100% []

3. My peer group comprise of my former school mates who scored the following marks in K.C.P.E.

400-500 [] 300-399 [] 200-299 [] 100-199 []

On a scale of SD, D, N, A, SA please tick one answer that best describes your response.

SD – Strongly Disagree, D – Disagree, U – Uncertain, A – Agree, SA – Strongly Agree.

	Statement	SD	D	U	A	SA
4.	Students fail exams due to bad company of peer pressure					

5.	My peer group prior marks affects my current Academic Performance in my end of year marks					
6.	My peer group comprises of members who had previously scored good grades					
7.	Low amount of pocket money spend by my peer group influence my Academic Performance					
8.	High amount of pocket money spend by my peer group influence my Academic Performance					
9.	I am limited to my Academic Grades by my Peer Group family background					
10.	Number of exams taken together by my Peer Group affects my Academic Performance					
11.	Spending most of my time in social media leads to low Academic Performance					
12.	Social media has helped me to learn more ideas to improve my Academic Performance					

13. a) Does the number of times counselled have any effects to Academic Performance?

Yes [] No []

b) If yes, explain how

.....

.....

SECTION C: SOCIO-ECONOMIC STATUS OF PARENTS

14. What is the main source of your parents/guardians' income?

- a) Salary
- b) Business
- c) Subsistence farming
- d) Any other (Specify)

15. What is your parent/guardian's level of education?

- a) Primary b) Secondary c) Post-secondary d) University
- e) Any other (Specify)

On a scale of SD, D, U, A, SA, please tick one answer that best describe your response.

SD – Strongly Disagree, D – Disagree, U – Uncertain, A – Agree, and SA – Strongly Agree.

	Statement	SD	D	U	A	SA
16.	I am often sent home for school fees and other levies					
17.	I seek external support to meet my education needs since my parents cannot afford					
18.	My parents/guardians pay for my school fees in time					

19.	My Academic Performance is affected because of absenteeism due to lack of fees					
20.	I perform very well since my parents help me in doing my homework after school					
21.	My parents never attended school, hence do not bother about my Academic Performance in school					
22.	My parents/Guardians check my books and Homework regularly					
23.	My parents/Guardians visit the school to monitor my Academic progress					

24. To what extent does your Parents' economic status affect your Academic Performance in school?

- a) To a greater extent []
- b) To some extent []
- c) To no extent []
- d) Not sure []

25. To what extent does your parents' education level affect your Academic Performance?

- a) To a greater extent []
- b) To some extent []
- c) To no extent []
- d) Not sure []

SECTION D: STUDENTS' ATTITUDES TOWARDS LEARNING

26. a) What is the attitude of students in your school towards learning?

Positive [] Negative [] Neutral [] Cannot tell []

b) Please explain your answer.

.....

.....

.....

27. a) What is the general behaviour of students in your school?

Very good [] Good [] Average [] Poor []

b) How does students' behaviour affect Performance in KCSE exams?

.....

.....

.....

28. On a scale of SD, D, U, A, SA, please tick one answer that best describe your response.

SD – Strongly Disagree, D – Disagree, U – Uncertain, A – Agree, and

SA – Strongly Agree.

	Statement	SD	D	U	A	SA
a)	I believe academic studies in secondary school are difficult					
b)	I have no ability of passing the examinations					
c)	Assignments are very boring and waste a lot of time					

d)	Students' bad behaviour had been leading to low Academic Performance					
e)	Students' negative attitude towards learning had been leading to low Academic Performance					
f)	Only students with good behaviour have been good in Academic Performance					
g)	Not all students with positive attitude towards learning are good in Academic Performance					

SECTION E: STUDENTS' ACADEMIC PERFORMANCE

29. What is the cause of your poor Academic Performance?

Peer Pressure [] Socio-economic status of Parents [] Negative attitude []

None of the above []

30. a) What is your performance target?

b) Have you ever achieved it in any examination? Yes/No.....

If it is No, give reasons for your answer

.....

.....

On a scale of SD, D, U, A, SA, please tick one answer that best describe your response.

SD – Strongly Disagree, D – Disagree, U – Uncertain, A – Agree, and SA – Strongly Agree.

	Statement	SD	D	U	A	SA
31.	The Performance targets I set can be met					
32.	My Academic Performance can be improved through having Peer Groups effects					
33.	My Academic achievement can be enhanced by better socio-economic status of my parents					
34.	I will do better in my studies through improving my attitude towards my teachers and every subject					

Thank you for your cooperation

APPENDIX III: TEACHER'S QUESTIONNAIRE

This research seeks to establish selected psychosocial factors and their effects on Students' Academic Performance in Public Day secondary schools in Marani Sub-county, Kisii County, Kenya.

You are requested to respond to the questions provided in an honest and precise manner. Confidentiality will be given to the responses. Please do not write your name in any part of this paper provided.

Tick (✓) or Fill in the spaces provided as applied to you.

SECTION A: DEMOGRAPHIC INFORMATION

1. How many years have you been teaching?

1 – 5 years [] 6 – 10 years [] 11 – 16 years [] 17 and above []

SECTION B: PEER PRESSURE

2. What is the average percentage of students who do not have friends in school?

0-30% [] 30-60% [] 60-90% [] 90-100% []

3. Most peer groups amongst students comprise of the former school mates who scored the following marks in K.C.P.E.

400-500 [] 300-399 [] 200-299 [] 100-199 []

On a scale of SD, DM, AM, SA, N, please tick one answer that best describe your response.

SD – Strongly Disagree, DM – Disagree Mildly, AM – Agree Mildly, SA – Strongly Agree and N – None.

	Statement	SD	DM	AM	SA	N
4.	Students fail exams due to bad company of Peer Pressure					
5.	Peer Group prior marks affects the students' current Academic Performance in end of year marks					
6.	Most Peer Groups comprise of members who had previously scored good grades					
7.	Low amount of pocket money spend by the peer groups affects the Academic Performance					
8.	High amount of pocket money spend by the Peer Groups affects the Academic Performance					
9.	Most students are limited to their Academic Grades by their Peer Group family background					
10.	Number of exams taken together by each Peer Group affects the students' Academic Performance					
11.	Students who perform poorly in Academics are those who spend most of their time in social media					
12.	Students have gained many good ideas from social media to enhance their Academic Performance					

13. a) Does the number of times the Students are counselled have any effects to their Academic Performance?

Yes [] No []

b) If yes, explain how

.....

.....

.....

SECTION C: SOCIO-ECONOMIC STATUS OF PARENTS

14. Does socio-economic status of parents affect the Students' K.C.S.E Academic Performance?

Yes [] No [] I don't know []

If yes to the question 9, please explain

.....

.....

On a scale of SD, D, U, A, SA, please tick one answer that best describe your response.

SD – Strongly Disagree, D – Disagree, U – Uncertain, A – Agree, and SA – Strongly Agree.

	Statement	SD	D	U	A	SA
15.	Students are often sent home for school fees and other levies					
16.	Students seek external support to meet their education needs since their parents cannot afford					

17.	Most parents/guardians pay for Students' school fees in time					
18.	Students' Academic Performance is affected because of absenteeism due to lack of fees					
19.	Students' perform very well since their parents help them in doing their homework after school					
20.	Most Parents never attend school; hence they do not bother about the Students 'Academic Performance in school.					
21.	Parents/Guardians check the Students' books and Homework					
22.	Parents/Guardians visit the school to monitor the Academic Progress of Students'					
23.	Students from high Socio-economic Status families perform better in Academics					

SECTION D: STUDENTS' ATTITUDES TOWARDS LEARNING

24. a) What is the attitude of students in your school towards learning?

Positive [] Negative [] Neutral [] Cannot tell []

b) Please explain your answer.

.....

.....

.....

25. a) What is the general behaviour of students in your school?

Very good [] Good [] Average [] Poor []

b) How does Students' behaviour affect performance in K.C.S.E exams?

.....

On a scale of SD, D, U, A, SA, please tick one answer that best describe your response.

SD – Strongly Disagree, D – Disagree, U – Uncertain, A – Agree, and SA – Strongly Agree.

	Statement	SD	D	U	A	SA
26.	Most students believe academic studies in secondary school are difficult					
27.	Students have no ability of passing the examinations					
28.	Students believe assignments are very boring and waste a lot of time					
29.	Students' bad behaviour had been leading to low academic performance					
30.	Students' negative attitude towards learning had been leading to low Academic Performance					
31.	Only students with good behaviour have been good in Academic Performance					
32.	Not all students with positive Attitude towards learning are good in Academic Performance					

SECTION E: STUDENTS' ACADEMIC PERFORMANCE

33. What is the cause of poor Academic Performance?

Peer pressure [] Socio-economic status of Parents [] Negative Attitude []

None of the above []

34. a) What is the Performance Target of your school?

b) Have you ever achieved it in any examination? Yes/No.....

If it is No, give reasons for your answer

.....

.....

On a scale of SD, D, U, A, SA, please tick one answer that best describe your response.

SD – Strongly Disagree, D – Disagree, U – Uncertain, A – Agree, and SA – Strongly Agree.

	Statement	SD	D	U	A	SA
35.	The Performance targets set by the school can be met					
36.	Academic Performance can be improved through having Peer Groups effects					
37.	Academic achievement can be enhanced by better socio-economic status of parents					
38.	Students can do better in their studies through improving their attitude towards their teachers and every subject					

Thank you for your cooperation

APPENDIX IV: INTERVIEW SCHEDULE FOR PRINCIPALS

This research seeks to examine the selected psychosocial factors and their effects on Students' Academic Performance in Kenya Certificate of Secondary Education in Public Day secondary schools in Marani sub-county, Kisii County, Kenya.

You are requested to respond to the questions provided in an honest and precise manner. Confidentiality will be given to the responses. Please do not write your name in any part of this paper provided.

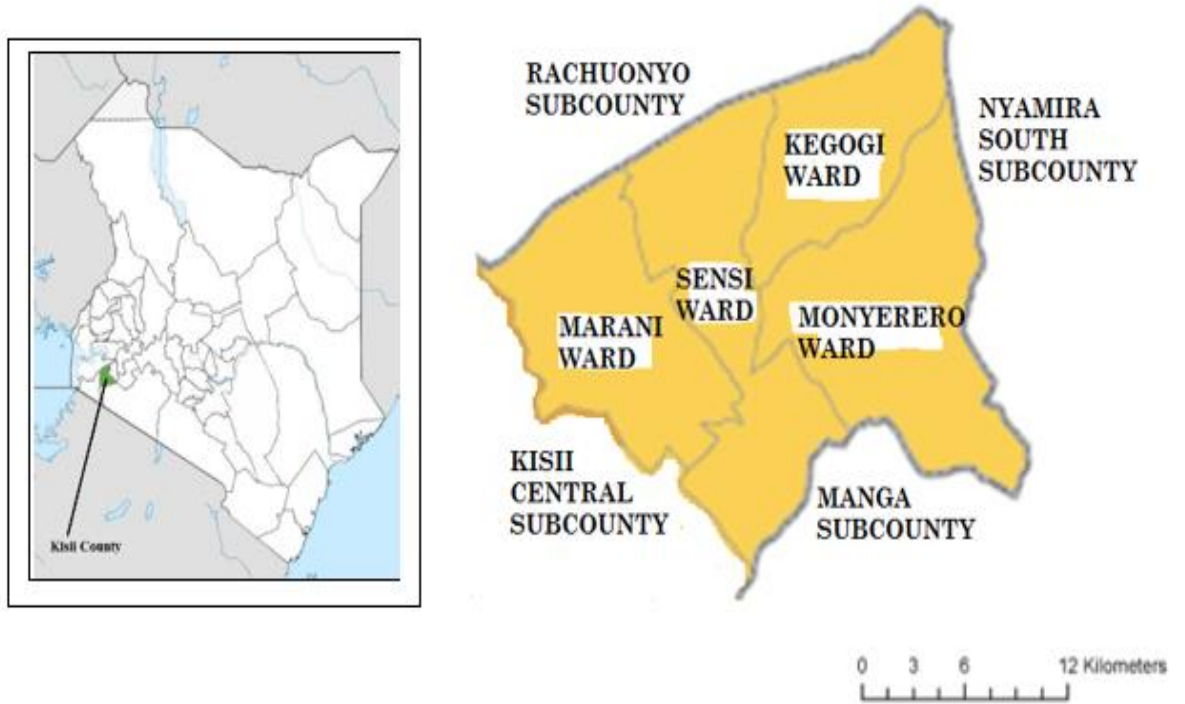
Tick (✓) or Fill in the spaces provided as applied to you.

1. How often do you confirm that teachers mark students 'Attendance register'?
Daily [] Once a week [] Rarely []
2. How often do you meet with your teacher to see the progress of students' discipline and Academic Performance?
Once a week [] Rarely [] Monthly [] Termly [] Yearly []
3. Does Guidance and Counselling correct Students' deviant behaviour in your school?
If yes, how have they been doing it?
4. What challenges does bad effect⁰² of Peer Pressure bring to students' poor Academic Performance in your school?
5. How do you monitor Peer Pressure and Students' Attitude towards learning to improve Academic Performance?
6. In which ways do Parents' cooperate with the administration to monitor the Students' school attendance?
7. Do Parents come to school for consultation? If yes how many times per term?

8. Do Students' change their Academic Performance and improve after consultation?
9. How do you grade yours Students'?
10. What possible opinions can you give to improve Students' Academic Performance in your school and Marani Sub-County?
11. What target mean do you think you should move to so that you can be seen that you are assisting students' pass well? Which mean should you move from?

Thank you for your cooperation

APPENDIX V: MAP OF MARANI SUB-COUNTY SHOWING STUDY AREA



APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. CHRISTINE MWIKALI MUOKI
of MAASAI MARA UNIVERSITY, 0-40200
KISII, has been permitted to conduct
research in Kisii County

on the topic: INFLUENCE OF SELECTED
PSYCHOSOCIAL FACTORS ON STUDENTS
ACADEMIC PERFORMANCE IN KENYA
CERTIFICATE OF SECONDARY
EDUCATION IN PUBLIC DAY SECONDARY
SCHOOLS IN MARANI SUB COUNTY, KISII
COUNTY, KENYA

for the period ending:
25th April, 2020


Applicant's
Signature

Permit No : NACOSTI/P/19/12894/29795
Date Of Issue : 25th April, 2019
Fee Received :Ksh 1000




FOR: Director General
National Commission for Science,
Technology & Innovation


INNOVATION ACT, 2014

The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

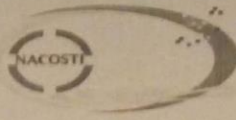
RESEARCH LICENSE

Serial No.A 24287

CONDITIONS: see back page

National Commission for Science, Technology and Innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

**APPENDIX VII: RESEARCH AUTHORIZATION NATIONAL COMMISSION
FOR SCIENCE, TECHNOLOGY AND INNOVATION**



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No. **NACOSTI/P/19/12894/29795**

Date: **25th April, 2019**

Christine Mwikali Muoki
Maasai Mara University
P.O. Box 861
NAROK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of selected psychosocial factors on students academic performance in Kenya Certificate of Secondary Education in Public Day Secondary Schools in Marani Sub County, Kisii County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kisii County** for the period ending **23rd April, 2020**.

You are advised to report to **the County Commissioner and the County Director of Education, Kisii County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**CHARITY MUSEMBI
FOR: DIRECTOR-GENERAL/CEO**

Copy to:


The County Commissioner
Kisii County.

The County Director of Education
Kisii County.

Musembi, 3/25/2019

COUNTY COMMISSIONER
KISII COUNTY

**APPENDIX VIII: RESEARCH AUTHORIZATION MINISTRY OF
EDUCATION**


REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telegram: "EDUCATION"
Telephone: 058-30695
Email address: cdekisii@gmail.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
KISII COUNTY
P.O. BOX 4499 - 40200
KISII.

REF: CDE/KSI/RESECH/86

DATE: 3rd May, 2019

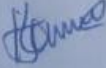
Christine Mwikali Muoki
Maasai Mara University
P.O Box 861
NAROK

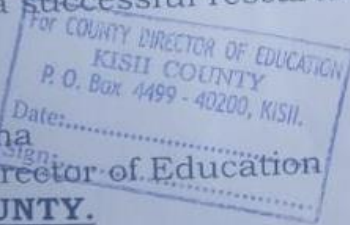
RE: RESEARCH AUTHORIZATION.

Following your research Authorization vide your letter **Ref. NACOSTI/ P/19/12894/29795**, to carry out research in all Counties, this letter refers.

I am pleased to inform you that you can carry out your research in Kisii County on ***"Influence of selected psychosocial factors on students academic performance in Kenya Certificate of Secondary Education in Public Day Secondary Schools in Marani Sub County, Kisii County, Kenya"*** for a period ending, **23rd April, 2020.**

Wish you a successful research.


Pius Ng'oma
County Director of Education
KISII COUNTY.


FOR COUNTY DIRECTOR OF EDUCATION
KISII COUNTY
P. O. Box 4499 - 40200, KISII.
Date:.....
Sign:.....

APPENDIX IX: INTRODUCTION LETTER FROM THE UNIVERSITY



MAASAI MARA UNIVERSITY (OFFICE OF THE DIRECTOR, POSTGRADUATE STUDIES)

TEL. No.0722346 419
Email: graduatestudies@mmarau.ac.ke

P. O. Box 861-20500
NAROK, KENYA

Ref: Ref/MMU/AA0328/45/ VOL 1 (37)

Date: 11TH APRIL 2019

Council Secretary,
National Council for Science and Technology,
P.O. Box 30623-00100
NAIROBI-KENYA

Dear Sir/Madam,

RE: APPLICATION FOR RESEARCH PERMIT: REG. NO.EM13/S/6000/2012 –
CHRISTINE MWIKALI MUOKI.

I wish to recommend the above candidate for a permit to enable her collect data for her research. She defended her proposal at the School of Education successfully and has made the necessary corrections. The title is *INFLUENCE OF SELECTED PSYCHOSOCIAL FACTORS ON STUDENTS' ACADEMIC PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN PUBLIC DAY SECONDARY SCHOOLS IN MARANI SUB-COUNTY, KISHI COUNTY, KENYA*. She therefore qualifies for a permit to conduct research.

Any assistance accorded to her will be highly appreciated.

Thank you
MAASAI MARA UNIVERSITY
P.O. Box 861 - 20500
NAROK
Dr. Kodak O.B.
APR 2019
DIRECTOR BOARD OF POSTGRADUATE STUDIES
BOARD OF POSTGRADUATE STUDIES